DOCUMENT RESUME

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INSTITUTION	Procter & Gamble Co., Cincinnati, OH.
PUB DATE	81
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AVAILABLE FROM	Procter and Gamble Educational Services, P.O. Box 599, Cincinnati, OH 45201 ($5.00 for complete set).
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IDENTIFIERS	Depression (Economic 1929); World War I

ABSTRACT

This publication includes a teacher's guide and four self-contained teaching units of primary source materials for use in secondary U.S. history, government, and sociology classes. Each unit, designed as supplemental material for one or two class periods, contains historical public records and documents from Procter and Gamble's archives and background readings and activities. In the unit "Reflections of History," students examine the advertising of five different time periods between the 1890s and the 1950s to get an impression of the styles and interests of the times. The unit "From Cottages to Corporations" focuses on America in the 1800s and cites the beginnings of the Procter and Gamble corporation as a way of encouraging students to examine the growth of companies in their areas as one measure of history. Primary source documents presented in this unit include a partnership agreement, a stock certificate, and a certificate of incorporation. The "World War I - The Home Front" unit talks about the home front activities of the United States, particularly some of the ways business responded to the war effort. In this unit, students examine five primary source documents, including a War and Navy Department certificate, an employee bulletin board notice, a poster for the Red Cross war fund drive, a personal letter of William Cooper Procter, and an advertisement of the period. In the "Great Depression" unit, students learn about conditions of this period and how one business tried to cope with the crisis. Examined are company memos to employees, a grocery store poster, and newspaper ads of the early 1930s. (RM)

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ABOUT PERSPECTIVES

And a Guide for Locating Additional Primary Source Material

Introduction

The use of primary source documents in the Perspectives teaching units (shown below) expands upon history reported in textbooks, and adds an exciting dimension to classroom work. Students, for example, will develop important analytical skills in working with primary source material, as they learn to seek out primary sources as well as to question them.

Working with letters and photographs of the past does much to make the historical, economic, and social development of our country more personal, more relevant. Individuals are brought to life as we read their diaries, journals, and correspondence with others. Each unit of Perspectives contains data about everyday people that might otherwise be missed in those textbooks which chronicle only great moments, achievements, and personalities.

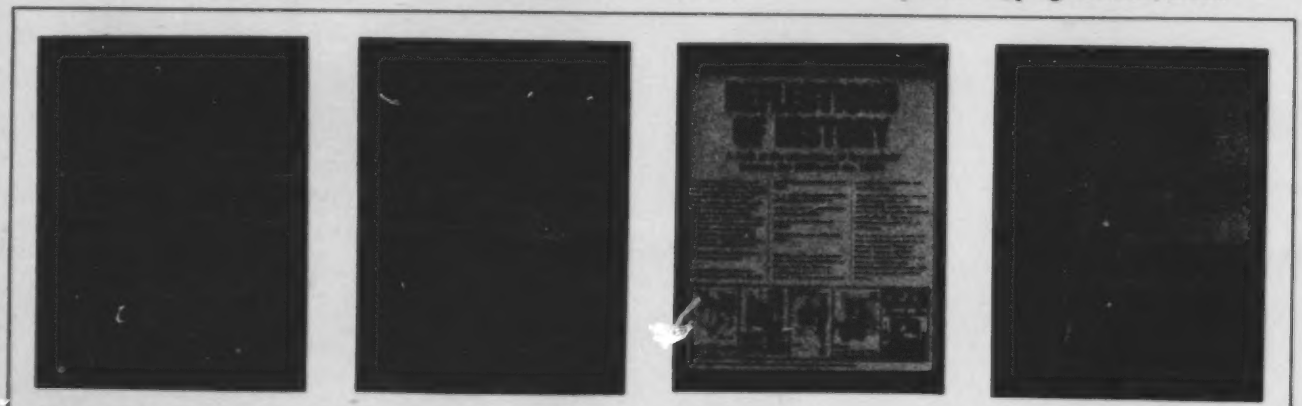
Each unit of Perspectives is a self-contained, easy to use teaching module designed for history, government, and sociology classes in grades 7-12, all ability levels. Most units can also be used to bind together the theory and reality of economics.

Designed as supplemental material for one or two class periods, the units rely heavily on historical public records and documents from Procter & Gamble's Archives.

The experiences of one company can serve as a starting point for students to discover what other companies, especially in their own communities, were doing during important periods of our history.

Each Perspectives folder contains an overview, objectives, suggested teaching procedure, a set of primary source documents and/or readings and vocabulary sheets. Some units contain expanded student activities and additional background readings for the teacher.

From Cottages to Corporations
From Cottages to Corporations looks at how the early growth of commerce paralleled the growth of our country. It focuses on America in the 1800's and cites the beginnings of one corporation—Procter & Gamble—as a way of encouraging students to look at the growth of companies in their areas as one measure of history. The unit is also designed to help students gain an understanding of such terms as "sole proprietorship," "trademark," and "corporation" as well as the consumer benefit in brand names. It features three student activities and primary source documents such as a partnership agreement, stock



The series of Perspectives units featuring primary source documents.

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certificate, and certificate of incorporation.

World War I - The Home Front
World War I talks about the "home front" activities in the U.S., particularly some of the ways one segment of society, business, responded to the war effort. The unit features student activities and five primary source documents including a War and Navy Departments certificate, an employee bulletin board notice, a poster for the Red Cross War Fund Drive, a personal letter of William Cooper Procter, and an advertisement of the period.

The Great Depression
The Great Depression will help give students a picture of the conditions that existed during the Depression and how one business tried to cope with the crisis. The unit features a simulation exercise in which students face three specific economic problems common to business during this time, then compare their decisions with those made by a major corporation. Primary source documents in this unit include company memos to employees, a grocery store poster, and newspaper ads of the early 1930's.

Reflections of History
Reflections of History looks at the advertising of five periods between the 1890's and 1950's: 1890's, 1910's, 1920's, early 1940's and the early 1950's. The unit features consumer product advertisements for each period as primary source documents to give students one impression of the styles and interests of the times.

Expanding the Perspectives Concept

The primary source material contained in Perspectives is offered as a starting point for studying the role of business and the industrial sector in social studies classrooms. A number of business archives references are listed here as a next step in locating other business related primary source documents.

An initial step is to identify businesses, especially local ones, with an archives or other collection of documents. You could start with some of the well-known older firms in your area. When contacting a company about locating primary source material, it is a good idea to keep some guidelines in mind:

1. *Have a general idea of what you are seeking:* material from a particular time period (e.g., World War I); a photograph or company record; or other information to help your local contact locate an appropriate primary source.
2. *Write or speak to the Corporate Archivist (if there is one) or the person in charge of historical documents in the company.* This person might also be a Corporate Librarian, or part of the Public Relations or other Communications Department. Requests in writing, clearly outlining the need and intended use for material, are usually easier to process.

Some companies may not have corporate archives or an organized collection of primary source documents; others may not permit use of the material for a number of reasons. The head of a family-owned or managed company may have interesting primary source material, tucked away in a personal collection, that he or she is willing to share. It is a good idea to check ahead of time, before encouraging students to work on some of the expanded activities contained in the Perspectives units.

If local businesses do not yield a supply of material, there are alternative sources, both local and national. Local historical societies, libraries, and state and municipal records archives may contain business documents—photographs, ledger books, maps, correspondence and other items. Public libraries are another source, with back issues of popular magazines, newspapers and other periodicals.

To help you identify potential resources for business history, the following list is provided as a general reference. Many of the directories listed here can probably be found in your public library, or contact the organization directly for current information on the availability and price of the source listed.

Resources for Locating Primary Source Documents

Directory of Archives and Manuscript Repositories in the United States, 1978. National Historical Publications and Records Commission. National Archives, Washington, D.C. 20408.

A geographical listing that includes user information, availability, a brief description of holdings, and a contact person at each location.

Directory - Historical Societies and Agencies in the United States and Canada, Eleventh Edition. Donna McDonald, editor. American Association for State and Local History. 1400 Eighth Avenue, South, Nashville, Tennessee 37203.

Also geographically organized, this directory lists major programs user information, and dates/periods for which material is available.

Directory of Business Archives in the United States and Canada, 1980. Society of American Archivists. 330 S. Wells Street, Suite 810, Chicago, Illinois 60606.

Contains a brief description of holdings at known locations as

well as information on access and use restrictions, and a contact person.

Million Dollar Directory, 1981. 3 volumes. Dun & Bradstreet (includes geographical index of businesses). Dun's Marketing Services, 3 Century Drive, Parsippany, New Jersey 07054.

A business reference to help locate specific companies in your area.

Experiments in History Teaching. Harvard-Danforth Center for Teaching and Learning. Harvard University, Cambridge, Massachusetts 02138. 1977.

A collection of classroom experiences of more than 75 New England history teachers on five topics: "Cultural Artifacts", "Community History", "Personality in History", History from the Bottom Up", and "Quantifying the Past."

National Archives Education Division - National Archives, Washington, D.C. 20408. Offers a series of supplementary American History Units on World War I, World War II, The Great Depression, and The Civil War.

"Document of the Month" feature, *Social Education,* published by the National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.

A regular monthly feature in this periodical, published seven times a year, using documents from the National Archives to suggest teaching activities.

Old Sturbridge Village. Sturbridge, Massachusetts, 01566. Publishes a variety of materials: newsletter, teaching resources, and an annual almanac to assist teachers in integrating museums, historical documents, and other community resources into the curriculum.

About the development and testing of Perspectives

This series of Perspectives units was developed by social studies educators and field tested with favorable results using three methods:

1. Quantitative testing, in which several hundred secondary level social studies teachers actually used the units in class and provided a written evaluation;
2. Qualitative analysis, including classroom observation of the materials in use by trained social studies consultants, as well as focus group interviews;
3. Suggested revision of the field material to its present form by professional educators who adapted the results of the above.

Teachers who participated in the field test and in the focus group work expressed a desire for additional background on Procter & Gamble, a natural outgrowth of using the material in the Perspectives units. The following chronology is included for those educators who share this interest.

Procter & Gamble Chronology

1837 - 1864:
William Procter & James Gamble form a partnership in October, 1837 to sell soap, candles and lard oil from a shop in downtown Cincinnati. The company's Moon and Stars trademark originates in 1851. By 1859 P&G has 80 employees. Expanded production begins in 1861 to fill soap and candle orders for the Union Armies in the West.

1865 - 1882:
Procter & Gamble extends liberal credit to Southern customers during Reconstruction. The first chemist is hired and a makeshift research laboratory set up in a corner of the plant machine shop in 1875. Ivory soap is introduced in 1879. The first Ivory ad in 1882 begins the company's long tradition as one of the country's leading advertisers.

1883 - 1900:
In 1885, P&G gives employees Saturday half-holidays marking the beginning of a shorter work week. A profit sharing plan for employees is initiated in 1887. Employees number 600.

1901 - 1910:
P&G forms a subsidiary, the Buckeye Cotton Oil Company, and enters the food business when it begins processing salad oil from cottonseed oil. The company's Kansas City plant opens in 1904. It is the first soap plant built outside Cincinnati. P&G still makes candles, although the market is shrinking.

1911 - 1920:
Crisco, the first all-vegetable shortening, is introduced in 1911. P&G opens its first international plant in 1914 in Canada. To level off seasonal purchases by wholesalers, P&G initiates direct selling to retail grocers in 1919. Gearing its sales to the fairly even buying habits of consumers enables P&G to stabilize employment for plant workers.

1921 - 1930:
In 1923 company advertising extends to radio broadcasts. P&G begins conducting market research in 1924. In 1929 sales reach $200 million mark and P&G begins operations in England.

1931 - 1940:
Procter & Gamble daytime radio drama goes on the air with "The Puddle Family" in 1932. P&G pioneers in 1933 with the first household synthetic detergent, Dreft. Drene, the first synthetic detergent shampoo, is introduced in 1934. Ivorydale Technical Center is built next to the Ivorydale Plant in 1939.

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1941 - 1950:
The Procter & Gamble Defense Corporation, organized at the request of the U.S. Government, designs, constructs and operates two ordnance plants. Tide, the first heavy-duty synthetic detergent, is introduced in 1946. Joy, the first liquid synthetic detergent, is introduced in 1949. By 1950, P&G is selling 14 household brands in the soap and detergent, food, and toilet goods fields.

1951 - 1960:
P&G begins extensive television advertising. Miami Valley Laboratories, in Cincinnati, is dedicated in 1952. The Company has local operations in 15 foreign countries by 1955. Sales top $1 billion by 1956. Also in 1956, Duncan Hines baking mixes are added to P&G's product line. Charmin Paper Products is acquired in 1957, marking P&G's entry into the household paper products field. Winton Hill Technical Center opens in Cincinnati in 1959.

1960 - 1970:
The introduction of Pampers disposable diapers represents a technological breakthrough in disposable diapers and is a key stimulant of the Company's growth in the household paper products field in the 60's and 70's.

European Technical Center opens in Brussels, and P&G acquires the Folger Coffee Company in 1963. Crest toothpaste receives the seal of acceptance from the American Dental Association. Company sales top $2 billion in 1965. P&G's U.S. consumer products line includes about 50 brands, while its industrial and institutional products number more than 100.

1971 - 1980:
P&G's fourth research center, Sharon Woods Technical Center, opens in 1973 in Cincinnati. Twelve new brands become established in the U.S., including Bounce fabric softener; Coast soap; Wondra hand and body lotion and Puritan Oil. By 1981, P&G has 41 manufacturing plants located in 22 states in the U.S. Employees total more than 60,000 throughout the world. Company sales exceed $10 billion.

Ordering additional Perspectives and special options

Additional sets of Perspectives (described in detail on pages 1-2) are available by mail. The set of four complete teaching modules costs $5.00, and can be purchased from Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214. Send a check, money order, or school purchase order—no cash, please.

Combination overhead projector and spirit duplicating masters are available for Perspectives. Twenty-seven of the documents in all four Perspectives units have been prepared on 8 1/2" x 11" sheets designed for use as both transparencies for overhead projection and spirit duplicating masters — called TransMasters.

Each TransMaster is an exact reproduction of the documents contained in Perspectives. Also, each TransMaster:

- Can be written on with overhead markers.
- Can run as many or more copies as a regular duplicating master.
- Produces consistently clear, sharp copies.
- Is made of a plastic film which helps prevent wrinkling when used with duplicating machines.
- Requires no special handling procedures.
- Is reusable.

A complete set of Perspectives TransMasters is available at $3.00 per set. (Each set includes the 27 documents from all four Perspectives units.) To order, use the form included in each Perspectives units or write to: Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214.

Project Advisors

Advisors who assisted in the development of each Perspectives unit are listed on the individual modules. The written field test evaluation used for Perspectives was developed and the results summarized by the National Council for the Social Studies, Washington, D.C. NCSS also convened an advisory committee made up of teachers who used the material to suggest revisions for "Perspectives" and to develop this piece which presents background information and suggestions for using additional primary source materials.

Members of the Committee are:

Nancy Steinbach
Project Coordinator
National Council for the Social Studies
Washington, D.C.

Lois W. Bayne
Baltimore (MD.) City Public Schools

Judith R. Elliott
Fairfax County (VA.) Schools

James A. Johns III
Baltimore County (MD.) Public Schools

Elaine Mentzer
Baltimore County (MD.) Public Schools

Robert M. Tomback
Baltimore County (MD.) Public Schools

Jane Vandora
Baltimore (MD.) City Public Schools

Jeff Walls
Falls Church (VA.) City Schools

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REFLECTIONS OF HISTORY

A look at the advertising of five periods between the 1890's and the 1950's

An interesting and novel way for students to study American history is to review advertising of a specific period to find out more about styles, interests and customs of the time. For the advertising of the past reflects everyday people, everyday life—things we often miss as we review historical texts which chronicle only great moments, achievements and personalities. Ads can also be useful in tracking our nation's economic growth.

This unit uses advertising to look at five periods in history:

—the 1890's (the height of the Victorian Age nurtured by the long period of peace following the Civil War)

—the 1910's (the period preceding and including World War I)

—the 1920's (the period leading to the Great Depression)

—the World War II years of 1941-45

—the post-war years of the early 1950's.

Materials can be used (a) in total as part of an overall discussion; or (b) separately as a lead-in to studying each period in U.S. History. It can also be adapted for use in Business, Economics and Sociology classes.

This unit of "Perspectives" consists of this teacher folder with accompanying student materials (see inserts) which can be duplicated and distributed. This unit is appropriate for grades 7-12, all ability levels.

This unit, one in a series (see back cover), relies heavily on material from the Procter & Gamble Archives and other primary source documents. It can serve as a model for using advertising to gain new insights into everyday people and customs in history.

Fuller versions of ads used to illustrate the teacher folder are reproduced in the student materials.

Overview

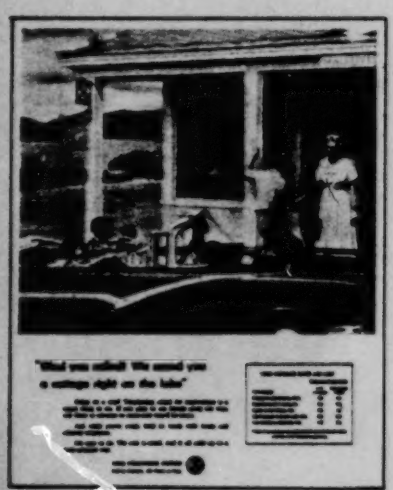
(Read the Overview and review all inserts before attempting activities. You will find these few minutes well spent.)

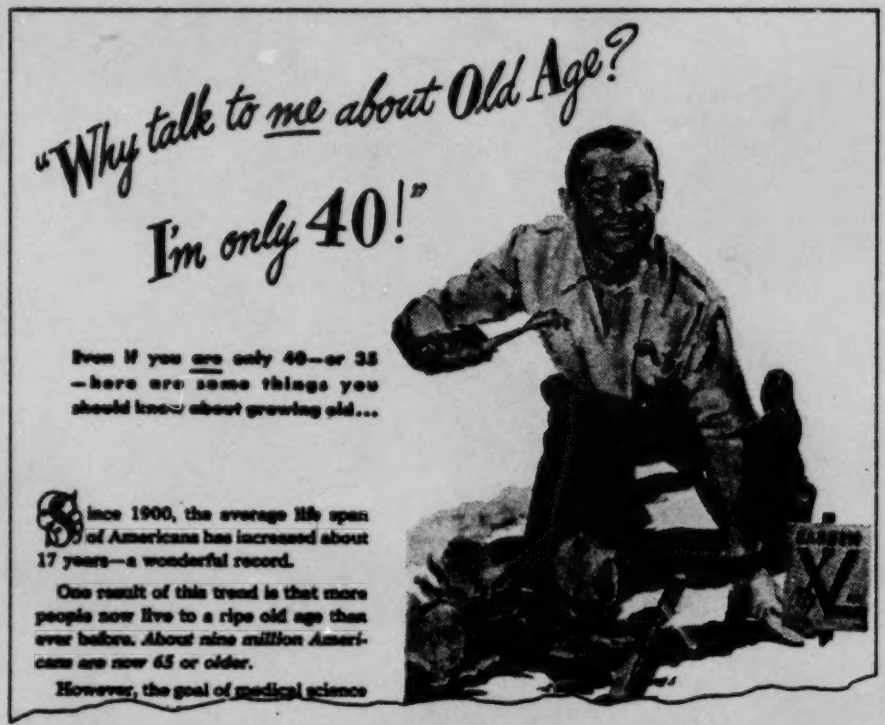
In order to sell a product or service, advertisers have always had to appeal to people as they were or as they saw themselves. The objective, of course, is to get someone's attention; to say, "I have what you want or need." So, in addition to showing a product or service's benefit, advertisements have also had to reflect and relate to the needs, goals, values, aspirations and social orientation of major segments of our society at any one point in time.

This contrast is very evident, for example, in the advertising of the war years of the 1940's and the post-war 1950's. The patriotic push of the war effort was evident in all advertising of the war years, along with other "signs of the times". On the other hand, the focus of ads of the post-war era was on the good life with evidence that the 1950's were happy times — years of plenty in goods, services, and leisure time.

So it is with every period in our history.

There is an important by-product of such communications efforts. In




"Why talk to me about Old Age?
I'm only 40!"
From If you are only 40—or 35—here are some things you should know about growing old...
Since 1900, the average life span of Americans has increased about 17 years—a wonderful record.
One result of this trend is that more people now live to a ripe old age than ever before. About nine million Americans are now 65 or older.
However, the goal of medical science

words and pictures, a review of ads from any period gives a clue to that period—how people lived and dressed, their interests and problems, their social styles, their means of transportation. For as needs, wants, styles and customs change, advertising reflects it all, offering new insights into everyday people and life in America.

Objectives

1. Students will be able to use advertising to draw inferences about American society (lifestyles, goals and values) for various periods in history.

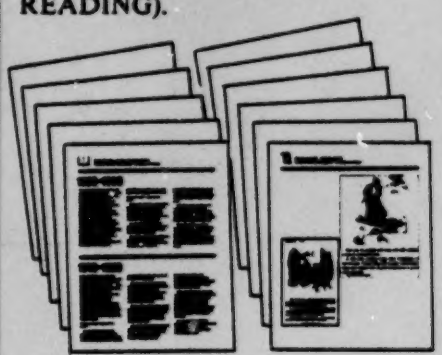
2. Students will be able to recognize advertising as primary source material.

Suggested teaching procedure

Use Matching Readings and Documents (I-V)

A. Select the period to be studied. To set the scene for students duplicate the "Signs of the Times" READING for the period. Distribute to class to read aloud, or silently, or have students tape record the text and play it for the class.

1. Divide the class into groups of 5-6 students or work individually.
2. Distribute copies or show the appropriate ads to the class (Use DOCUMENT matching the READING).



3. Ask the students to review the ads looking for illustrations and headlines that show interests, problems, characteristics of the period. Lead students to identify those "signs of the times" sketched

out in the Background READING for the period. (Teacher note: Ads are keyed by "signs of the times" for teacher information/use.)

4. Call for reports around these discussion questions:

a. What characteristics of the period seem to emerge from the ads? Explain.

b. What do the ads seem to tell you about: everyday lifestyles? social customs? everyday problems? opportunities?

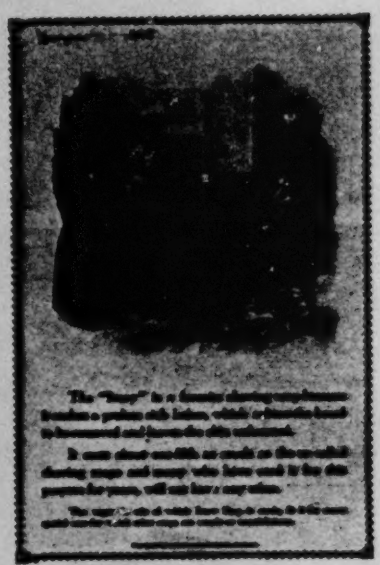
5. Summarize this part of the activity by having students, individually or in groups, give five adjectives they believe best describe the period (i.e., for the war years, "sacrificing," "patriotic," etc.)

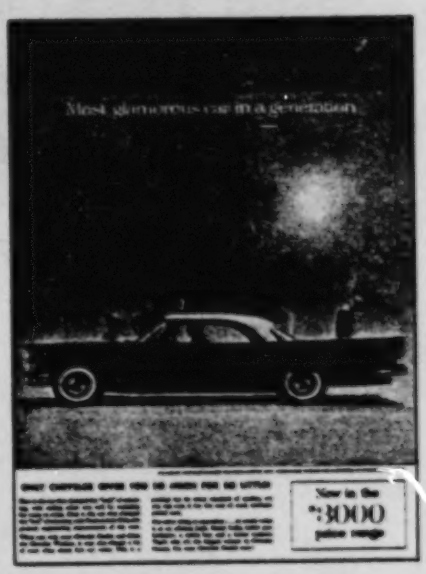
B. Follow the same procedure for other periods, using matching READINGS and DOCUMENTS to discuss the "signs of the times."

C. After reviewing and summarizing two or more periods separately, have students contrast various periods pointing out:

1. how lifestyles; social customs; everyday problems; opportuntities appear to differ.

2. how they were similar; what interests, values, lifestyles do they seem to have in common?





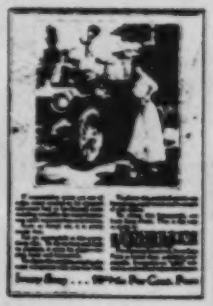
D. To summarize, duplicate "Advertising: An Historical Perspective" on the back cover of this folder and distribute to the class for reading, or have students make another tape recording to play for the class. Educators may wish to add study questions as a special assignment.

E. As another summary activity, use the VOCABULARY sheet (see insert) to review words and phrases used in this unit.

Expanded activities

1. Use DOCUMENT VI as the starting point for tracing the development of transportation through advertising. These ads trace modes of transportation from horseback through early planes.

a. Give copies or show DOCUMENT VI to the class.
b. Assign teams of students to find other ads to continue tracing transportation's development through railroads, steamships, airplanes and modern cars. Students should use the local library to research old magazines and newspaper ads. (Machines are usually available for making copies of these ads.) Old phone books, city directories and used book stores are also good sources. Results could make an attractive bulletin board display.

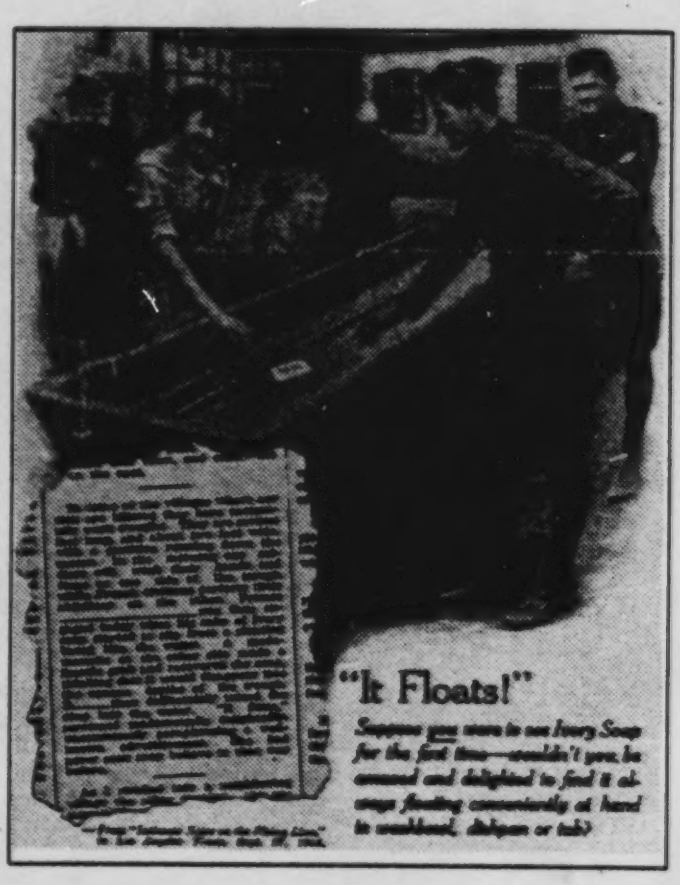


2. Use the same technique to trace the development of home appliances, radio/ television, other products of interest.

3. Have students bring in current magazine or newspaper advertisements that they believe reflect contemporary American society. Orally, or in a brief paragraph, have students explain their reasons for selecting each ad. What will the ad tell students 20 years in the future about life in America today? (This also could be an interesting bulletin board display.)

One can be genteel and neat, and still indulge a love of out-door sports.

A fall with nothing worse than mud-stains is not serious; Ivory Soap will remove troublesome spots and restore the original freshness to a good piece of cloth.



Advertising: An historical perspective

(This look at the history and function of advertising is provided for those educators who may wish to provide more background on the subject for their students. It is suitable for duplication or distribution as is; or the educator may wish to add study questions as a special assignment.)

Advertising itself traces back thousands of years to the simple, pictorial sign hung over an artisan's door —a boot for the shoemaker; a mule turning a mill for a baker; a painted cow for a dairyman.

The first use of advertising in the United States was in the weekly *Boston News-Letter*, the first American newspaper of continuous publication, founded in 1704. Early ads usually resembled today's classified advertisements.

Advertising began to take its place as a major contributor to American progress when the industrial revolution bloomed in the nineteenth century. The nation was experiencing an unprecedented influx of immigrants, mainly from Europe. Railroads pushed the American frontier westward, linking existing population centers and making possible the opening of new markets and new sources of raw material (coal, oil, iron ore, etc.). The perfection of mass production techniques provided greater amounts of better products of uniform quality at lower prices. But mass production required mass markets, large numbers of people eager to buy these products. Another ingredient was required — a means to bridge the gap between product and public, to tell the growing numbers of people what was available and how these products might solve their problems.

The needed link was advertising. Carried right into people's homes by newspapers and magazines, advertising was uniquely able to perform this messenger service in the most effective and efficient way. While machines produced mass quantities of products, advertising could tell large numbers of potential buyers about them.

THIS "IVORY" is a Laundry Soap, with all the fine qualities of a choice Toilet Soap, and is 99 44-100 per cent. pure.

Ladies will find this Soap especially adapted for washing laces, infants' clothing, silk hose, cleaning gloves, and all articles of fine texture and delicate color, and for the varied uses about the house that daily arise, requiring the use of soap that is above the ordinary in quality.

For the Bath, Toilet or Nursery, it is preferred to most of the Soaps sold for toilet use, being purer and much more pleasant and effective, and possessing all the desirable properties of the finest unadulterated White Castile Soap. The Ivory Soap will "float."

The cakes are so shaped that they may be used entire for general purposes, or divided with a stout thread (as illustrated) into two perfectly formed cakes, of convenient size for toilet use.

The price, compared to the quality and the size of the cakes, makes it the cheapest Soap for everybody and every want. Try it.

SOLD EVERYWHERE.

Ivory's first ad — 1882

Interestingly enough, however, manufacturers were initially extremely cautious about using advertising to get information about their product directly to consumers of the day. Manufacturers had usually relied on an army of salesmen to sell their wares through wholesalers and retailers.

Beginning in the 1840's, however, more and more manufacturers began following the pattern of widespread product distribution supported by advertising. Even then, selling the value of advertising to company management was not always easy. For example, getting the 1882 Procter & Gamble Board of Directors to agree to advertise Ivory Soap was, in fact, a formidable job for then Procter & Gamble Sales Manager, Harley Procter, son of one of the founders. Eyebrows around the Board table raised as Harley asked, "How are customers going to know about Ivory Soap's virtues unless we tell them?" Harley pleaded, exhorted and finally sold his viewpoint. Reluctantly, the Board approved the Company's first major advertising budget so that Harley could begin "to post the public" about Ivory Soap.

The first ad for Ivory Soap appeared in the *Independent* magazine December 21, 1882. More ads followed. By the late 1880's full-page Ivory advertisements had become the first to appear consistently in the popular magazines of the day. Ivory had found an "open door" to thousands of consumers.

This unique ability of advertising to open up mass markets for worthy products has enabled and, in fact, encouraged manufacturers to take advantage of mass production economies, to innovate and to compete with other manufacturers to come up with better products.

By the dawn of the twentieth century advertising had established itself as one of the key factors in our competitive system.

Any company with a new or improved product, could quickly tell the world about it through advertising. If the public really wanted the product, if the price was acceptable, if the advertising was informative and truthful, then there was a chance to succeed. It was this hope of success, with

advertising in a central role, that spurred competitors to create better and better products and strive for lower and lower prices. The ultimate benefit was that all this gave the consumer more and more choices to satisfy ever-changing needs.

Advertising itself was changing as the years went by.

Better methods were found to reproduce pictures of products, first in black-and-white, then in color. Researchers began interviewing the public to learn exactly what they liked and disliked about products, and the kind of information they expected from ads. Independent organizations were set up and supported by the advertising profession to set standards of truthfulness and good taste.

A dramatic leap forward came in 1922 when advertising was carried for the first time by an entirely new medium—radio. And then the biggest step of all—television, in 1939.

Today, advertising continues to perform the service it began in the *Boston News-Letter* in 1704 — to inform the public. This communications role does not cover only products. A great deal of advertising is also used for non-profit public service causes: to recruit personnel for our armed services, in war and peace; to encourage support for medical research; to encourage conservation; to fight drug abuse; to enlist help for the needy—the list is almost unlimited.

There is another often forgotten, but equally important, role advertising plays. Advertising is the principal means of support for newspapers, magazines, radio and television. In other words, advertising pays for much of the news and entertainment that Americans take for granted.

Its history shows that advertising, in its many roles, has been one of the busiest and most versatile performers in the many-faceted drama of American progress.

• • •

NOTE: Many of the "signs of the times" discussed in the Readings are illustrated and documented in the TIME-LIFE Books, *This Fabulous Century*.

Project Advisors

Anne Beversdorf, Educational Consultant, Bloomington, Indiana; Dr. Robert C. Miles, Director, University School of Nova University, Florida; C. Frederick Risinger, Coordinator for School Social Studies, Social Studies Development Center, Indiana University.

Perspectives are also available on The Great Depression, World War I and Cottages to Corporations. Other educational materials from Procter & Gamble include teaching kits for consumer education/consumer economics and home economics. For a complimentary brochure write:

Procter & Gamble Educational Services
P.O. Box 14009, Dept. PS
Cincinnati, Ohio 45214

Procter & Gamble
EDUCATIONAL
SERVICES

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1890-1900

The transcontinental railroad and other rail lines accelerate travel and commerce in the country. During the long peace that follows the Civil War, the wealth of many Americans multiplies enormously. It is a period of growth and progress. People begin looking around for culture to match their fortunes. The Victorian Era blossoms as everyone strives to display a high level of refinement in the houses they build, in the paintings and sculpture they collect from abroad, in their everyday conversation, dress and actions. Exact rules of etiquette are followed and proper Victorians are horrified at the thought of committing a social faux pas that might bring disgrace to the family.

These are some "signs of the times":

—Moralistic messages are found in greeting cards, in advertisements and in popular melodramas in which every hero is dauntlessly courageous and virtuous and every villain is a vicious scoundrel.

—It is an era when most girls marry young and spend the rest of their lives managing households that average five people.

—Men grow beards and mustaches and dress very fancily; women swath themselves in reams of silks and satins and, while it is fashionable and proper not to cut one's hair, in this era of primness women never let it fall to the waist in public, but pile it high on their heads.

—Little boys dress up like Little Lord Fauntleroy (a fictional golden-haired goody-goody who called his mother "dearest"); little girls are prim and proper in ruffled dresses and ribbons in their hair.

—The biggest craze to hit the country is cycling. Approximately 10 million Americans take to the wheel during this decade, from clergymen making their rounds to young ladies dressed in long skirts that rise scandalously above their ankles.

1910-1920

Most Americans describe this decade as "perplexing". On the one hand the economic growth of the previous decades continues — with more and more people benefitting from mass production and therefore sharing in the good life. On the other hand, there is increasing discontentment, especially among the labor force, as the country struggles to catch up with modern times. Two major dilemmas of the decade are social reform at home and relations with foreign nations.

These are some "signs of the times":

—It is the decade of the new woman. She smokes cigarettes, bobs her hair, discards pinched-in corsets and cumbersome petticoats, gets the right to vote and goes off to earn her own living.

—Women invade the sacrosanct male business world as secretaries, sales people and telephone operators. Some men like it, but others are horrified, believing woman's proper place is in the home rearing children.

—Women also shorten their skirts, often wearing high-buttoned shoes to conceal their ankles. Skirts are straighter; in fact, some are so straight in 1914 that walking is almost impossible.

—It is the decade of Ford's Model T, nicknamed "the Flivver" or "Tin Lizzie". Until this time only the rich can afford cars but the Model T changes all that. Everybody becomes "car conscious." By the end of the decade four million are purchased and a former horse-and-buggy nation is on the move.

—With transportation available, Americans become tourists and hit the trail. The great outdoors is known as "recreation", with President Theodore "Teddy" Roosevelt personifying the robust life. Hunting, fishing, picnicking and "roughing it" are popular pasttimes.

—It is an era when America becomes involved in the first major war in over 50 years, as our fighting troops go "over there" during World War I.

12

1920-1930

The dawning of the '20's finds most Americans tired of responsibilities and crusades. The previous decade saw them fight and conquer in World War I, yet peace and democracy still have not arrived. Now Americans want excitement. This attitude results in the freewheeling, fun-loving, frolicsome Roaring '20's.

These are some "signs of the times":

—The emphasis is on having FUN in this era of "the flapper" and "flaming youth".

—Women turn their hems up to their knees, wear turned-down hose and bobbed hair. Cloche hats, silk stockings, powdered knees and fake jewelry are also "in".

—Men slick down their hair so it has a patent-leather shine and part it in the center, striving for the "movie hero" look of the current popular star, Rudolph Valentino.

—Airline travel gets underway after Charles Lindbergh's historic solo transatlantic flight from New York to Paris.

—Everyone is in love with sports: baseball, football, boxing, golf and tennis. Attendance at athletic events breaks all previous records.

—The free-spirited atmosphere even extends to the marketplace. The country enjoys a spectacular economic boom, and people feel the chances of becoming rich are getting better every day. Everyone spends avidly — buying more and more consumer goods and stocks —mostly on credit. "Enjoy while you pay," is the motto.

The decade builds to an end with the Stock Market Crash of October, 1929, and the start of The Great Depression.

THE WAR YEARS OF 1941-1945

Germany is on the march in Central Europe...and Japan has invaded China...yet most Americans enter the 1940's peaceably preoccupied with their own homegrown affairs. Trouble might be brewing overseas but after all, America is thousands of miles away from the quarrels over there.

Japan's surprise bombing on Pearl Harbor, December 7, 1941, shatters all this. War is declared on December 8, 1941, and from that date until August-1945, V-J Day (victory in Japan), all America is preoccupied with the massive effort.

These are some "signs of the times" in 1941-45:

—All the American know-how used in producing peacetime goods —cars, appliances, etc. — is concentrated on producing armaments. (It was America's ability to mass produce arms and get them to our fighting troops abroad that helped win the war.)

—Woman power is seen and felt. In the five months after Pearl Harbor 750,000 women volunteer for duty at armament plants. At first managers in heavy industry are leery of using women workers. But by 1944 some 3,500,000 women stand side by side with some 6,000,000 men on the assembly line. Another 300,000 women serve as Army WACS, Navy WAVES, Coast Guard SPARS, and Women Marines.

—Collecting scrap becomes a nationwide effort. Rusty baby carriages; aluminum pots and pans; tin cans; and everything that can be turned into armaments —all are collected. Scrap parties are the rage.

—Rationed items become a part of everyday life. Gasoline is rationed. And almost everything Americans like to eat or drink — meat, coffee, butter, cheese, sugar — are rationed by a point system. Books of stamps with point values are issued; specific points values are assigned to foods. Shoppers pay in stamps as well as money when, and if, the foods are available.

—Commercial farmers are busy feeding the army, so millions of home-front citizens begin growing their own fresh vegetables in their own "victory gardens".

—The patriotic push of the war effort becomes a way of life for all.

THE POST-WAR 1950'S

Americans wake up to the reality of a world far different from the one promised to them in the dramatic speeches of World War II's leaders. It is a world torn apart by the political rivalry of two superpowers — the United States and Russia — operating under opposing political philosophies. It is a world threatened by unbelievably destructive weapons, and transformed through great technological skills and innovations perfected during the war years.

The 1950's witness the Korean War; the rise of the Beat Generation, American bred bohemians and the first stirrings of teenage rebellion; the era of McCarthyism (named after Senator Joseph McCarthy from Wisconsin), described by some as "a witchhunt for Communists"; the starting point of Dr. Martin Luther King, Jr.'s, agonizing journey through the obstacles of racial prejudice.

It is an era of economic boom and mass media, and these are some "signs of the times":

—Emphasis is on the good life as more and better products become available. The technological advances of World War II and a manufacturing capacity no longer needed for the production of arms is concentrated on turning out more and better cars, refrigerators, washing machines, air conditioners.

—It is the decade of suburbia as millions of people move out from the city in search of clean air, space, green grass and good schools. The move to suburbia means an upswing in home building. Housing is plentiful...the "baby boom" is on...big families and family-planned activities are popular.

—There is more time for leisure. During the 1950's the number of recreation seekers more than doubles — the great outdoors and family vacations are increasingly a part of life.

—A college education becomes a more accepted part of everyone's growing up, not just that of a privileged few. College classes include many World War II and Korean War veterans. There is a G.I. Bill of Rights (a $500 yearly tuition plus living allowance, generous in its day).

—Television begins taking over the communications industry. In 1950, there are TV sets in 3.1 million U.S. homes; by the mid-1950's, that number has jumped to 32 million.

Teacher's key to advertisements

1890's Ads. These are the "signs of the times" the ads (DOCUMENT I) illustrate: (1) primness and properness/social life and dress; (2) moralistic message/clothing styles; (3) men's wear/hairstyles; (4) the cycling craze.*

1910's Ads. These are the "signs of the times" the ads (DOCUMENT II) illustrate: (1) interest in cars brought on by the Model T; (2) women joining the work force; (3) World War I; (4) outdoor life/styles.*

1920's Ads. These are the "signs of the times" the ads (DOCUMENT III) illustrate: (1) "the flapper" look; (2) social life/styles; (3) interest in sports.*

1941-45 Ads. These are the "signs of the times" the ads in their headlines/illustrations show (DOCUMENT IV): (1) collecting scrap; (2) victory gardens; (3) rationing; (4) woman power; (5) production of arms.

1950's Ads. These are the "signs of the times" the ads (DOCUMENT V) illustrate: (1) availability of more and better products; (2) television; (3) more leisure time/emphasis on the great outdoors; family planned activities; (4) college education.

**(The ads pictured for these decades are for Ivory Soap. Since Ivory has been advertised since 1882, its ads bridge the decades, showing changing styles and customs. In this series of ads even the language reflects the style of most writing of the three periods — poetic, flowery, with exaggeration commonplace. Today's advertising standards are much more stringent, mainly to avoid the puffery that once was the accepted style.)*

"Come, put away your silken thread,
Sweet Dorothy," the young man said,
And knelt before the maid.

He praised her snowy gown so fair,
Her lily hand, her shining hair,—
"Whence comes their charm?" he said.

The maid replied with laughing tone,—
"Nature's been kind to me, I own.
A secret for your ear alone—
It will not fill you with surprise.
In Ivory Soap the magic lies."

COPYRIGHT 1891, BY THE PROCTER & GAMBLE CO.

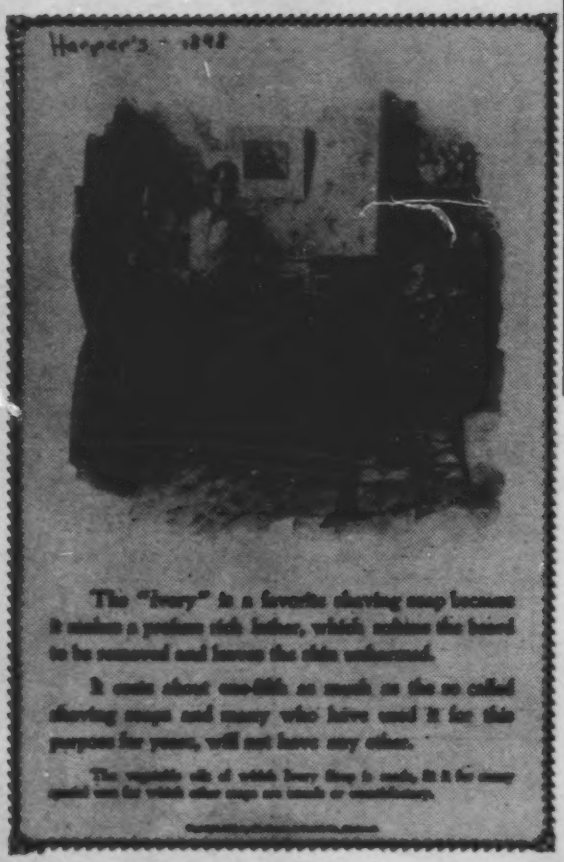
1.

The Nursery.

A LOVING MOTHER IS EVER WATCHFUL OF HER CHILDREN'S COMFORT, AND FOR THE BABY THE BEST IS NONE TOO GOOD

IVORY SOAP is used for the bath, and the little one nestles down in bed with a contented cooing that plainly shows a sense of physical well-being. Ivory Soap is so carefully made that it is selected for uses requiring a soap of extraordinary purity. It floats.

2.



The "Ivory" is a favorite shaving soap because it makes a profuse rich lather, which softens the beard to be removed and leaves the skin unharmed.

It costs about one-fifth as much as the so called shaving soaps and many who have used it for this purpose for years, will not have any other.

The vegetable oils of which Ivory Soap is made, fit it for many uses for which other soaps are unsuitable.

3.

One can be genteel and neat, and still indulge a love of out-door sports.

A fall with nothing worse than mud-stains is not serious; Ivory Soap will remove troublesome spots and restore the original freshness to a good piece of cloth.

Copyright, 1891, by The Procter & Gamble Co.

4.

IF automobiles never got out of order, never needed to be repaired and never had to be cleaned, automobiling would be the most fascinating sport mankind has ever known.

Even as things are, it is pretty nearly that.

But an automobile is like everything else. To do its best and look its prettiest, it must be clean—engine, body and brasswork.

To clean the engine, employ the most competent man you can find.

To clean the painted parts, use Ivory Soap, tepid water and a couple of soft cloths.

To clean the brasswork, use Ivory Soap Paste. This is the way to make it:

[redacted]

For cleaning brasswork, Ivory Soap Paste is better than polishing compounds. It contains no "gritty" substance, and will not injure the lacquer.

Ivory Soap . . . 99 44/100 Per Cent. Pure

1.

Do not hesitate to wear your fine laces, nor to buy those you admire, for fear they will not stand washing. It is true that they will not survive ordinary washing methods, but when washed carefully with Ivory Soap, they seem to grow more beautiful with use.

Those who make lace, and those who sell it, know the value of Ivory Soap for this purpose. They find that it cleanses perfectly even the most badly soiled pieces, leaving them like new in texture and clearer than ever in color, without weakening a single thread.

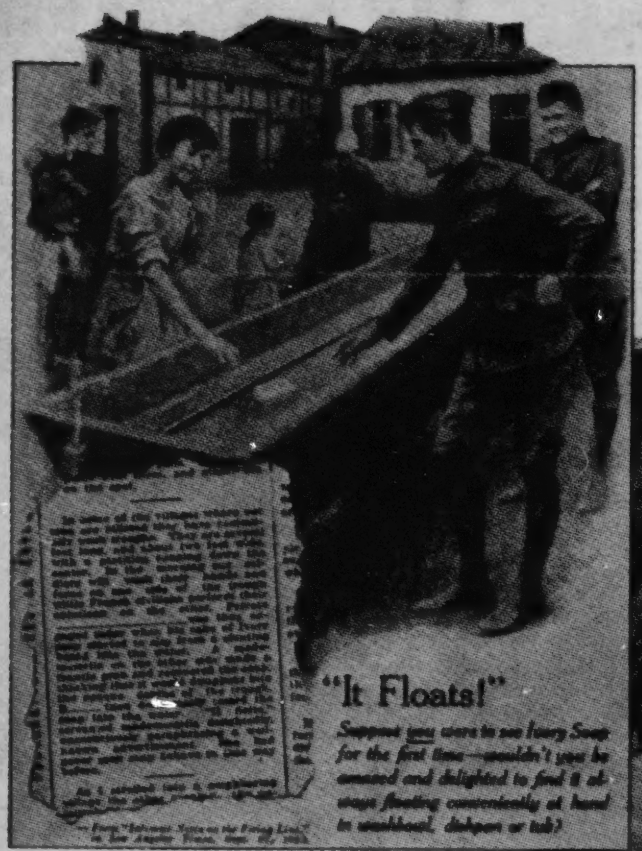
Ivory Soap does this because it is made of the highest grade materials, pure and mild —and because it contains no "free" (uncombined) alkali, nothing to injure anything which water itself will not harm.

To Wash Real Lace Collars and Other Fine Laces

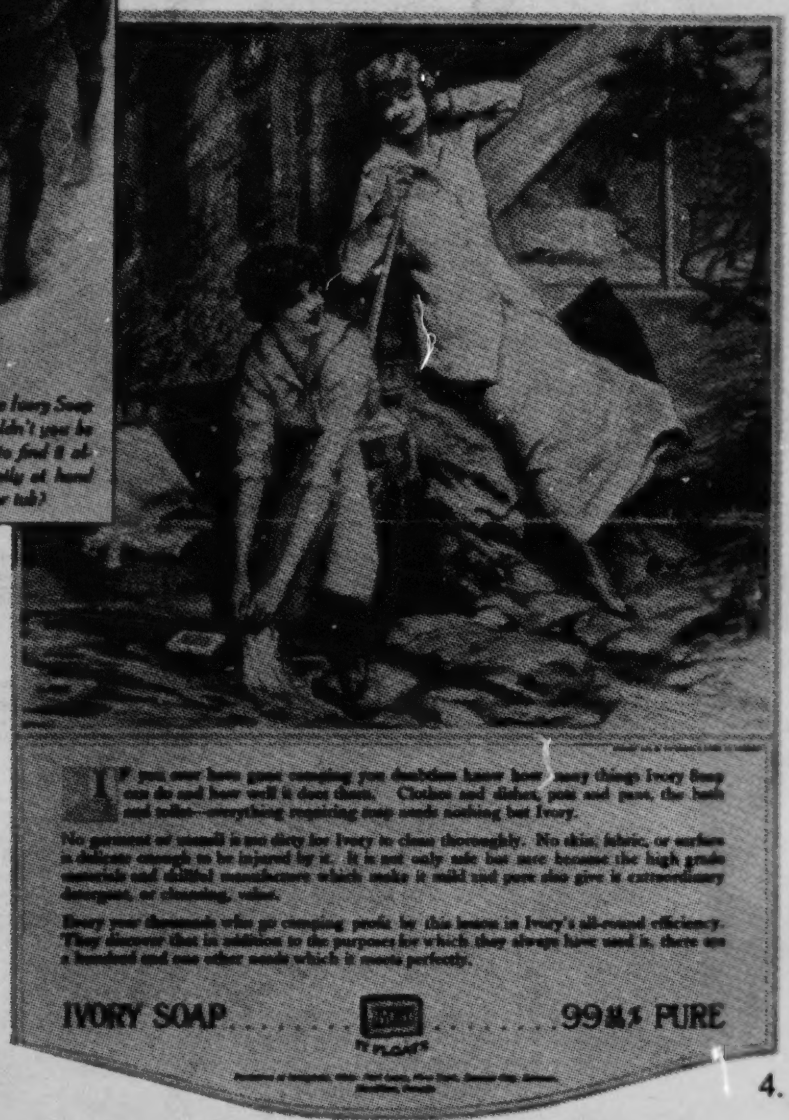
[redacted]

IVORY SOAP . . . . . 99 44/100% PURE

2.



3.

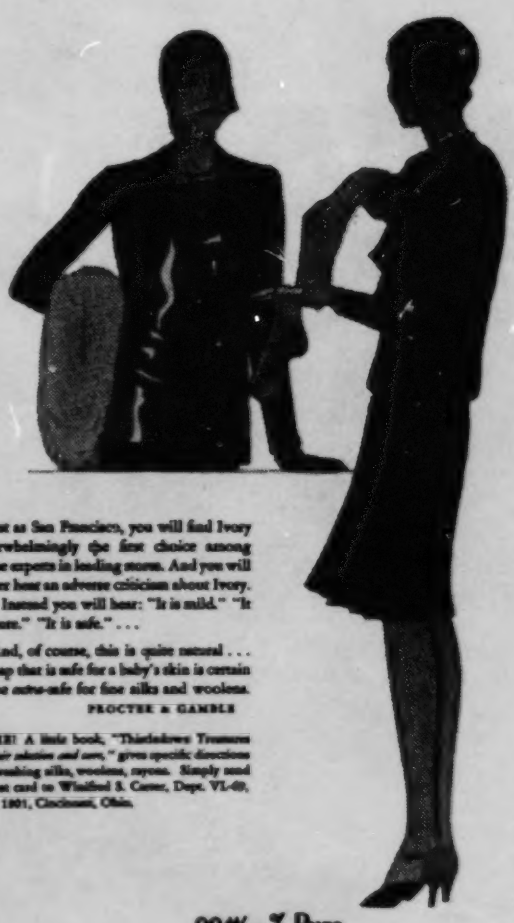


4.

18

ASK THE SALESWOMAN IN ANY SMART SHOP

She will tell you why this care makes silk stockings look better and wear longer...



You probably wash your stockings shortly after *every* wearing. (At least, you should!) Doesn't this frequent washing of delicate silken fibers simply *cry* for extra-care?

The next time you buy silk stockings, ask the saleswoman how to wash them to get the longest wear. She will mention two important precautions — "Lukewarm water" and then — "Ivory Soap." (In the finest department stores of 50 leading cities, 9 out of 10 salespeople advise *only* Ivory for silk stockings.)

Why salespeople advise Ivory

"The wrong soap will often fade, discolor, or weaken stockings. But you can wash any stockings well if you use luk warm water and the right soap. Ivory Soap or Ivory Flakes is best — Ivory is pure." — *Leading New York Store.*

"We never recommend anything but Ivory — other soaps are likely to cut the silk." — *Boston Specialty Shop.*

"Ivory is the best thing to use for silk stockings — best for the color and best for the silk." — *Chicago Department Store.*

Ask the saleswoman yourself. Whether you live as far East as New York or as far West as San Francisco, you will find Ivory overwhelmingly the first choice among these experts in leading stores. And you will never hear an adverse criticism about Ivory. . . . Instead you will hear: "It is mild." "It is pure." "It is safe." . . .

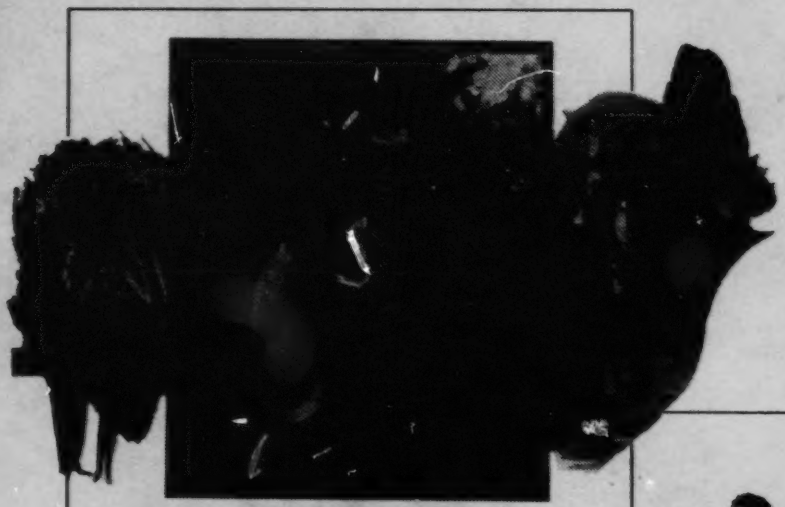
And, of course, this is quite natural . . . a soap that is safe for a baby's skin is certain to be *extra-safe* for fine silks and woolens.

PROCTER & GAMBLE

FREE! A little book, "Thirteenfold Treasure — *their selection and care*," gives specific directions for washing silks, woolens, rayons. Simply send a post card to Winifred S. Carter, Dept. VL-69, Box 1801, Cincinnati, Ohio.

99 44/100 % Pure

1.



The sunlight test for evening-complexions

It isn't hard to have a favorable complexion when lights are soft—a finishing cream and a careful make-up will give you one.

But in a good energetic flood of honest sunlight, no make-up, however clever, can make up for the lack of natural freshness and fineness.

Maybe, without knowing it, you are really not cleansing your skin. This easy sounds harsh, but it is scientifically true that forces which only warm creams can not be quite clean!

If you really want a thoroughly clean skin, try this simple treatment every night: Use cold cream to soften dust and make-up. Then wash your face in warm Ivory lather. Rinse in warm water, then in cold. Apply a trace of fresh cold cream if your skin is dry.

This treatment cleanses safely, as well as thoroughly. The Ivory lather penetrates the pores and relieves them of the oil and dirt which otherwise tend to enlarge them. (Unremoved oil hardens and forms a white spot. If it catches a point of dirt, it forms a black spot.) Ivory cleansing is very gentle—because Ivory is a *perfectly* blended, *pure* soap. A cold rinse tones up the skin and the fresh cold cream lubricates it. The most expensive beauty treatment can do no more, and yet oddly does less!

If you will start tonight with Ivory Soap on this simplest, most reasonable quest for beauty, you will almost surely see your skin begin to improve at once.

PROCTER & GAMBLE

FREE . . . A little book answering such questions as: What kind of care for complexions? Figures? Hair? Which cosmetics for different skins? If you will send a post card for the booklet, "On the Art of Being Charming," it will come to you free. Address Winifred S. Carter, Dept. 23-E, Box 1801, Cincinnati, Ohio.

2.

The happy ending . . .

Did you win or lose the game? Well, it is history now, and be the score what it may, there is a happy ending. The grand finale to every session of sport is a warm, cleansing Ivory bath.

Quickly! Into the tub before your muscles stiffen. Jump in, if possible, while you are still ruddy from the game. Express your glowing mood with a whistle or song . . . but steep your body in absolute laziness until your play-bound muscles run smooth and supple again . . .

Now—you can sit! And your cake of Ivory Soap comes rollicking over the bathtub waves. Ivory is the buoyant play-fellow that dares you to try to duck it! The generous floating bath-friend that covers you with thousands of gay, cleansing bubbles.

A tingling shower or spray to finish with. And tomorrow no twinging regrets that you played so hard, because you have taken the right kind of bath today!

Wise sports-lovers know that sun-and-wind-touched skin needs the care of a soap which comforts while it cleanses. So they naturally use Ivory Soap . . . safe for babies, safe for lovely complexions . . . so soothing, refreshing and gentle a soap as money can buy.

. . . kind to everything it touches · 99⁴⁴⁄₁₀₀% Pure · "It floats"

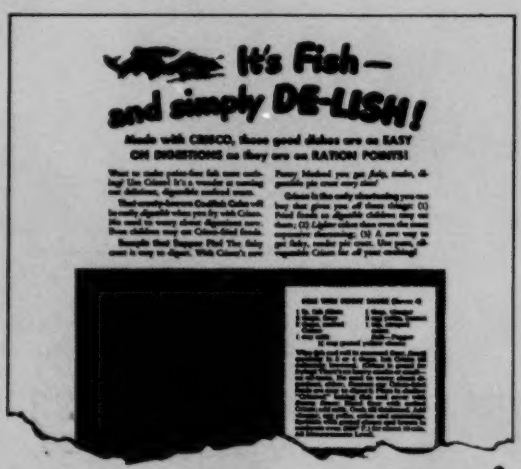
3.

Document IV 1940's ADS

Procter & Gamble Perspectives - Reflections of History

2.

1.



3.

THE Army needs Wacs!

Learn about the Vital Work the Wacs are doing! Tell your Friends!

EASY TO ENTER! **Simply write 25 additional words or less, to complete this sentence, "THE THING I LIKE MOST ABOUT THE WACS is . . . . . ."**

THE ARMY NEEDS WACS! To give extra support to the WAC recruiting effort, Camay offers FREE WAR BONDS to secure your interest and help. Read below what vital work the Wacs are doing—use your knowledge to join Camay's contest. Just one short sentence—25 simple words—may win a rich $1000 WAR BOND *for you.* Lots of opportunities to win—201 big prizes! Send in all your ideas—each entry is an additional opportunity to win! And be sure to tell all your friends about the great work WACS are doing. Help the Army get more Wacs!

Life in the WAC is Happy! Exciting! Real!

4.

Victory pace by Fisher

The Army-Navy "E" flies above four Fisher Body plants for excellence in aircraft production and from two others for tank production, while the Navy "E" with four stars, is flown by still another Fisher Body plant for its naval ordnance work.

GREAT masses of heavy armament are now helping to write the prologue to victory.

Fisher Body has produced its share of this armament—tanks, anti-aircraft guns, gun-breech housings, fighting planes, bombers and delicate flying instruments.

To do this we had to disregard the normal limits of our business, and build products entirely new to us. We had to explore technical fields foreign to us. We had to enlarge our plant facilities.

Looking back on those hectic days and nights of conversion, we realize that an understanding of true craftsmanship proved to be, literally, a lifesaver. Precision work on armament came easily to precision workmen. Long-acquired skills and crafts met demands for the most extreme accuracy.

And an important reason why Fisher Body has yet to fail at a war job is because craftsmanship has never yet failed us.

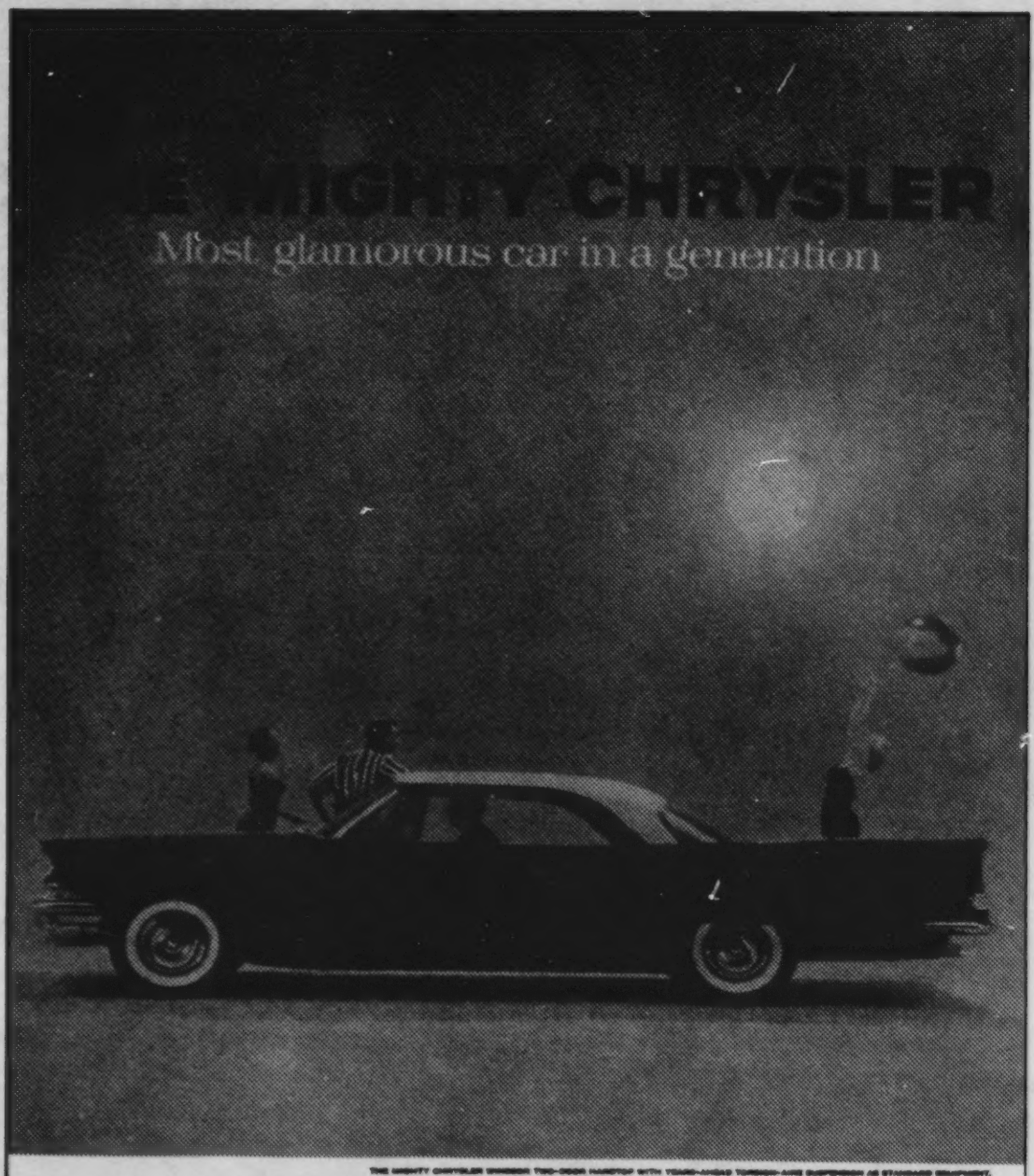
• • •

Every Sunday Afternoon
GENERAL MOTORS SYMPHONY OF THE AIR
NBC Network

armament BUILT BY Fisher

DIVISION OF GENERAL MOTORS

5.



THE MIGHTY CHRYSLER WINDSOR TWO-DOOR HARDTOP WITH TORSION-AIRE SUSPENSION AS STANDARD EQUIPMENT.

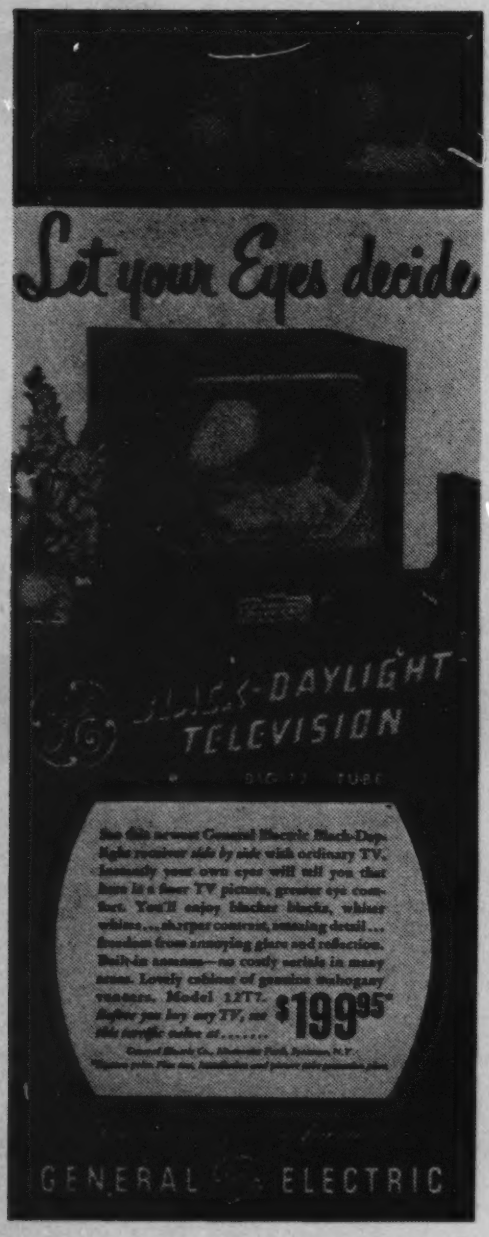
ONLY CHRYSLER GIVES YOU SO MUCH FOR SO LITTLE!

Here is the car that changed the "look" of motoring, with styling other cars will be imitating for years to come. Here is the car that changed the "feel" of motoring with Torsion-Aire Ride, the greatest engineering improvement of the year.

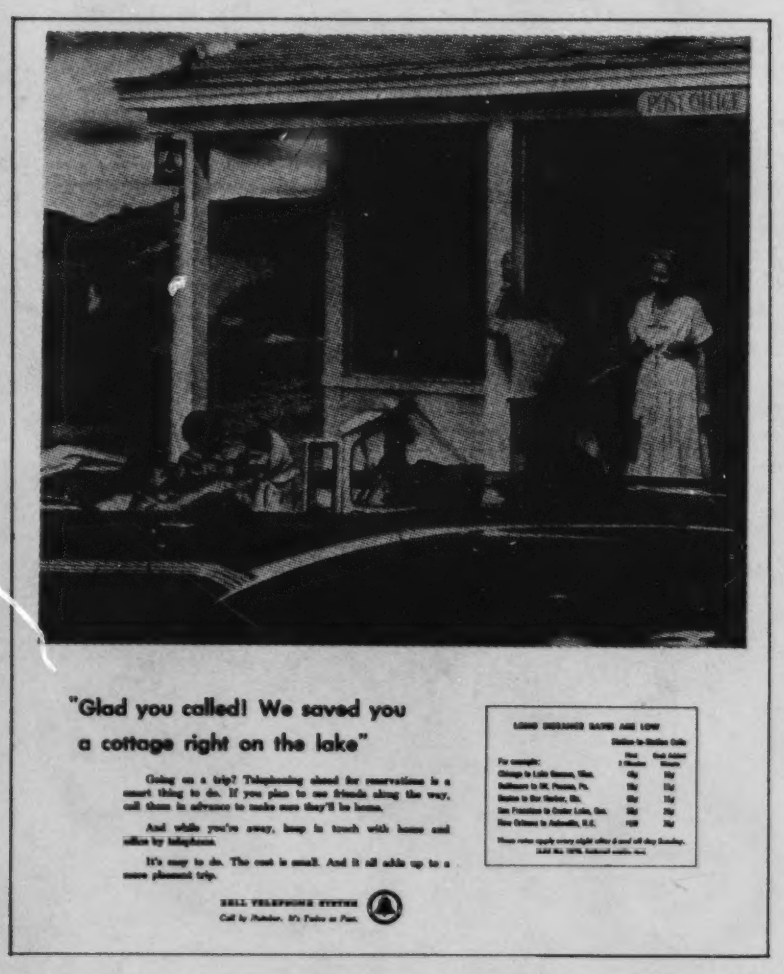
When you visit your Chrysler Dealer and drive the Chrysler Windsor, it may also change a lot of your ideas about fine car values. This is a prestige car by every standard of quality, yet you can own it for the cost of most medium-priced cars.

One other thing to remember . . . its resale value is at an all-time high. Better looks, better performance, a better buy and a better trade-in. That's why it's the biggest winner in Chrysler history. See your Chrysler Dealer now!

Now in the
$3000
price range


Let your Eyes decide
DAYLIGHT
TELEVISION
GENERAL ELECTRIC

2.


POST OFFICE
"Glad you called! We saved you a cottage right on the lake"
Going on a trip? Telephoning ahead for reservations is a smart thing to do. If you plan to see friends along the way, call them in advance to make sure they'll be home.
And while you're away, keep in touch with home and office by telephone.
It's easy to do. The cost is small. And it all adds up to a more pleasant trip.
BELL TELEPHONE SYSTEM

3.

TIME IS THE ART OF THE SWISS

No gift is unforgettable as a fine Swiss watch

You'll never find a better way to say, "Graduation is a very special day." For—in all the world—only fine Swiss watches give you such outer beauty, such precision and versatility of timekeeping. It took Swiss craftsmen to develop the self-winding watch, the wrist chronometer, calendar watch and chronograph. No wonder fine Swiss watches are such standards of perfection that 7 out of 10 jewelers wear them! *For the gifts you'll give with pride, let your jeweler be your guide.*

The jewels in every fine Swiss watch are polished and set with an accuracy of a fraction of a millimeter . . . another reason why a fine Swiss watch keeps such faithful time—always can be serviced economically and promptly.

The WATCHMAKERS OF SWITZERLAND

4.

The IVORY SOAP is most excellent for washing galled spots scratches &c on horses, for it will cleanse without irritating and the vegetable oils of which it is made are cooling & healing in effect.

Gentlemen:

We are reminded of what old Watson recorded of the strawberry: "Doubtless God could have made a better berry, but doubtless God never did." With your strong chemical testimonials of the purity of the IVORY in view, we feel inclined to say whether human wit could devise a better soap than the IVORY—doubtless human wit never did.

Yours,

REV. J. MILTON PECK

May 30, 1883

If automobiles never got out of order, never needed to be repaired and never had to be cleaned, automobiling would be the most fascinating sport mankind has ever known.

Even as things are, it is pretty nearly that.

But an automobile is like everything else. To do its best and look its prettiest, it must be clean—engine, body and housework.

To clean the engine, employ the most competent man you can find.

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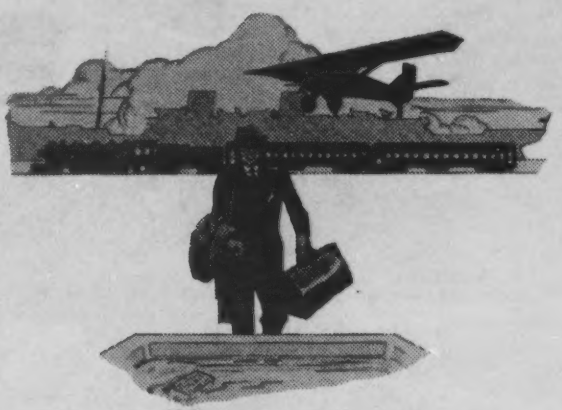
For cleaning housework, Ivory Soap Flakes is better than polishing compounds. It contains no "gritty" substance, and will not injure the lacquer.

Ivory Soap . . . 99 44/100 Per Cent. Pure



Home port . . .

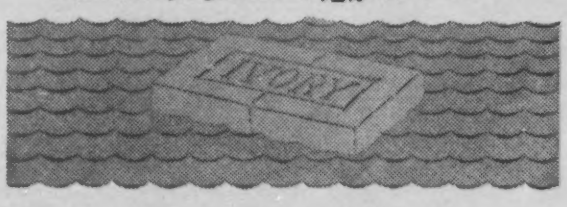
She—whether you fly homeward through the air or ocean by the double rail—what's the first thing you demand at a long journey's end?

You no one, once you've refined your wife, you'll prove you are incurably American: you'll resign post-haste to an Ivory bath.

Yes, a deep-standing bath that soaps your soul with content, that coaxes nerves into quiet and smoothes your muscles into silken sheets. And when you are ready to remind yourself of your travel-enslaved poise, there's Ivory soap, a sundry ripple. In double-quick time, you'll be entranced by a rich rage of Ivory foam that would be the envy of a Caesar. But after one splash, you'll be so blissfully unrobed as Adam!

Ivory baths make hosts of bath problems. For Ivory cleans them as gently as if they were our dependents. It has enriched the most fastidious skins since 1879 and it has never let a bath-companion down. To its last driver, it floats!

. . . kind to everything it touches · 99 44/100 % Pure · "It floats"



Vocabulary

Procter & Gamble Perspectives - Reflections of History

TERM	DEFINITION
HOMEGROWN AFFAIRS	—matters pertaining to the home country or place of origin
BREWING	—in the process of formation
QUARRELS	—disputes marked by anger
MASSIVE	—impressively large
ARMAMENTS	—military or naval equipment
HEAVY INDUSTRY	—producing goods (as coal, steel or chemicals) used in the production of other goods
LEERY	—suspicious, wary
SCRAP PARTIES	—a social gathering for the purpose of collecting aluminum pots, tin cans, other materials that could be turned into armaments
RATION POINT SYSTEM	—a system whereby goods in short supply during World War II (shoes, sugar, meats, etc.) were assigned a point value; citizens were given coupons by a ration board based on the number of persons in a household; consumers then surrendered a certain number of ration points when they purchased these items
COMMERCIAL FARMERS	—farmers growing great quantities of food for large markets
VICTORY GARDENS	—backyard gardens planted by individual citizens in support of the war effort
OBSTACLES	—things that stand in the way
REALITY	—as things are
OPPOSING POLITICAL PHILOSOPHIES	—opposite beliefs and attitudes regarding government
POLITICAL RIVALRY	—competition in areas related to government, i.e., ways of governing
TRANSFORMED	—changed in composition or structure
TECHNOLOGICAL	—relating to the use of the basic sciences in developing the means of production
INNOVATIONS	—new ideas, methods or devices
WITNESS	—see for oneself
BOHEMIANS	—a term for people living an unconventional life, usually in colony with others
STIRRING	—active, bustling
WITCHHUNT	—the searching out and deliberate harassment of those (as political opponents) with unpopular views
McCARTHYISM	—a form of harassment in the early 1950's of Americans alleged to be Communists. Included investigations and hearings instigated, led by and named for Senator Joseph McCarthy of Wisconsin
AGONIZING	—painful

Teacher's Note: See other side

Teacher's Note:

The words or terms listed are used in this unit. The definitions shown relate to the use of these words in the context of this unit. Use this list of definitions as a learning guide for students or, by covering the definitions and making copies for students, use it as a wrap up test.

SPECIAL OFFER

OVERHEAD PROJECTOR AND SPIRIT DUPLICATING MASTERS ARE AVAILABLE FOR PERSPECTIVES.

The documents in this and the other PERSPECTIVES units are also available on 8½" x 11" sheets called TransMasters, which are designed for use as both transparencies for overhead projection and spirit duplicating masters.

Each TransMaster is an exact reproduction of the documents contained in PERSPECTIVES. Each TransMaster:

- Can be written on with overhead markers.
- Can run as many or more copies as a regular duplicating master.
- Produces consistently clear, sharp copies.
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- Requires no special handling procedures.
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Perspectives
From Procter & Gamble Educational Services

FROM COTTAGES TO CORPORATIONS

A case study in American History

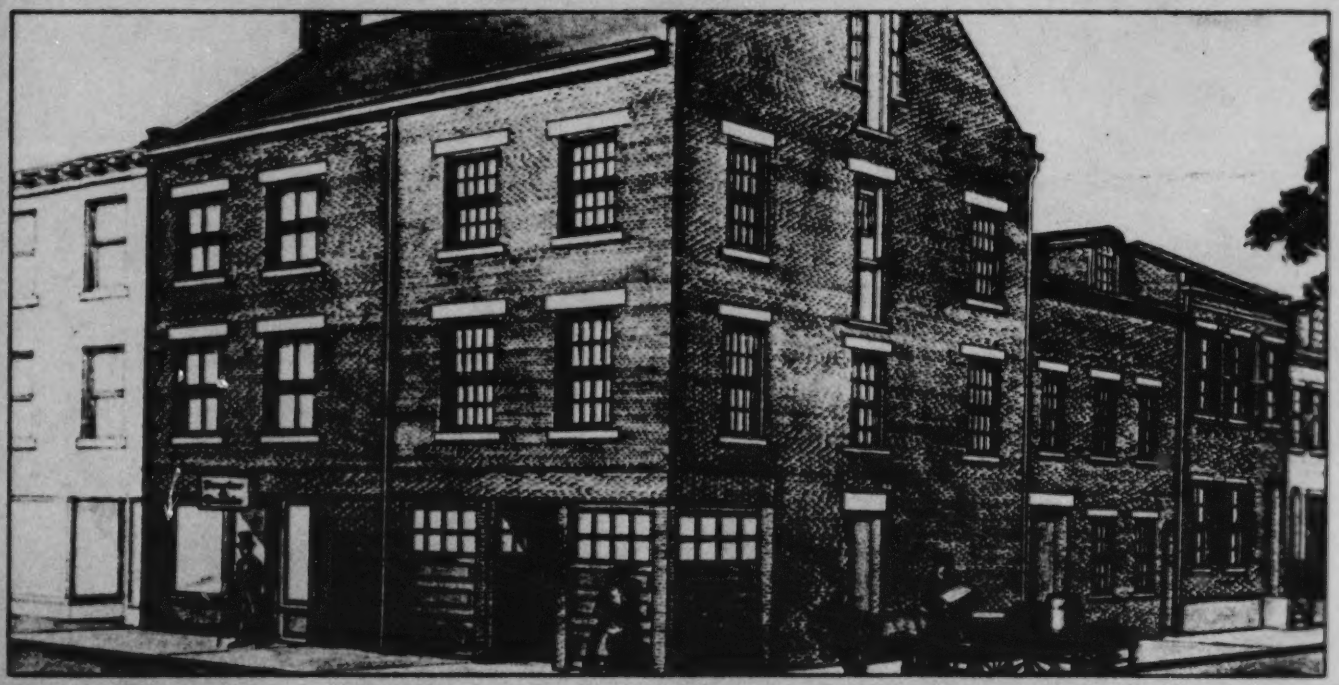
In the mid-nineteenth century, at the peak of America's industrial growth, an often overlooked drama took place. It is the story of fundamental changes in the manner in which business and private citizens organized their efforts to serve more people with an increasing variety of goods and services.

Here is material that gives students examples of 1) how one of today's major businesses got its start in those changing times; 2) how individuals joined in financing and sharing in the growth of such firms; and 3) how trademarks and brand names were adopted as a symbol that a firm stood behind and took pride in its goods and services.

These historical facts, plus student exercises, can be used in one or two class periods to supplement U.S. History classes when studying pre-industrial America and the rise of the industrial age, or Business or Economics classes when studying forms of ownership, effects of industrialization and corporate history. The unit consists of this teacher folder with accompanying student materials which can be duplicated and distributed. The unit can be used for grades 7-12, all ability levels.

This unit, one in a series (see back cover), relies heavily on material from the Procter & Gamble Archives and other primary source documents.

A purpose of discussing the beginnings of one corporation in this unit is to encourage students to look at the growth of companies in their areas or regions as one measure of history in our still-evolving country.



All illustrations in this folder set the scene for discussing the evolving role of corporations in the country's growth.

Cover Drawing: The shop where James Gamble joined William Procter in 1837.

Overview

(Read the Overview and review all inserts before attempting activities. You will find these few minutes well spent.)

"In 1830, Americans had scarcely pushed their frontier across the Mississippi River. Sixty years later, settlement was so widespread that the Bureau of the Census could declare that a frontier no longer existed. During those six decades, Americans had populated a continent. They had also created an industrial nation.

About twelve million people lived in the United States in 1830. New York, the largest city, held 200,000; Chicago, a muddy little village on the shores of Lake Michigan, had hardly begun. In 1890, the nation's population reached sixty-three million. New York had grown to three million people and Chicago contained slightly more than one million. The natural increase in population had been greatly augmented by the influx of millions of immigrants from Europe and Asia.

Long-distance travel within the nation in 1830 was for the most part limited to horses or horse-drawn vehicles and to sail-driven boats on rivers, lakes and a few hundred miles of canals. There were only about thirty miles of railroad in the entire country. By 1890, the nation had been crisscrossed by 167,000 miles of track, and steamboats plied not only the Great Lakes but the Ohio and Mississippi Rivers as well...

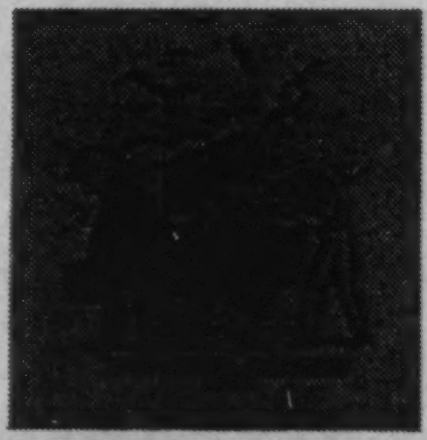
In 1830, farmers plowed their fields behind horses or oxen, and sometimes got into harness

themselves; they sowed and reaped by hand. By 1890, horse-drawn drills, cultivators, and reapers, as well as steam-driven threshing machines were common.

Early in the nineteenth century the rate at which a man could travel determined the speed of communication, and people had only candles and oil lamps to drive away the darkness. By 1890, the telegraph had long since ceased to be a novelty and many city dwellers had telephones. During the 1890's electric lighting rapidly replaced gas and oil illumination in the cities.[1]"

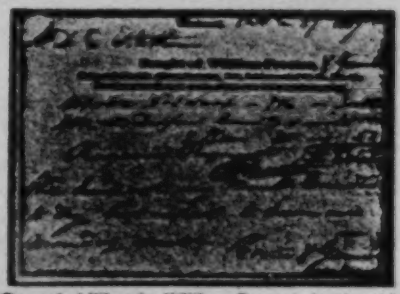
• • •

As suggested above, there were many factors that spurred the growth of business and industry in the United States: receding frontiers, a burgeoning population and a rapid succession of engineering and technological breakthroughs.



Like the country, the growth of commerce did not come overnight; but rather it kept pace with the growing nation and the changing needs and wants of consumers.

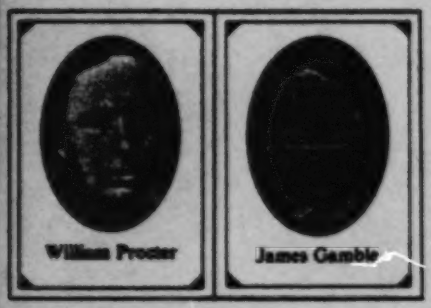
Many of today's major businesses started small, as exemplified by this case history of a company that had its beginnings as a partnership in 1837 and a corporation in 1890. At the start in 1837, one partner boiled soap in a backyard kettle and the other peddled the daily production from house to house.



On early billheads, William Procter simply added "& Gamble" after his name with a quill pen.

In whatever manner the growth of a new business or industry began, and no matter how few or how many individuals were involved, the marks of growth and sophistication were similar ...partnership agreements, articles of incorporation, trademarks. This passage from cottages to corporations was inevitable as

more and more consumers stretched out across a vast nation. What for many was an age of "getting-along" became an explosion of latent wants and needs, fueled by new transportation, new technological breakthroughs, many new citizens and new ways of conducting business on an area, regional and national scale.



Objectives

1. Students will be able to state the relationship between the needs and wants of people in an expanding nation and the development of more complex forms of business and industry.

2. Students will be able to recognize and identify the significance of trademarks and brand names to a business enterprise and their importance to consumers.

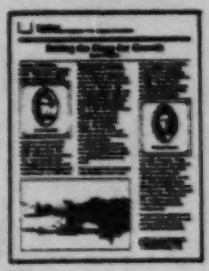
3. Students will be able to define the meanings of the following terms listed on the VOCABULARY Sheet (see insert): monopoly, wholesaler, sole proprietorship, partnership, corporation, stocks (or shares), trademark, brand name.

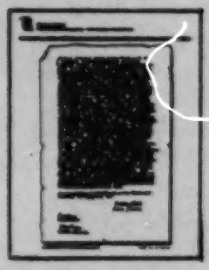
Suggested teaching procedure

Use the Overview to identify for your students the historical period involved. Students should realize that the fast-paced changes in American life at this time led us directly into the industrial period and to our modern way of life.

Activity I
The Beginning: Setting the Stage for Growth (Early 1800's)

Use Reading I and Document I

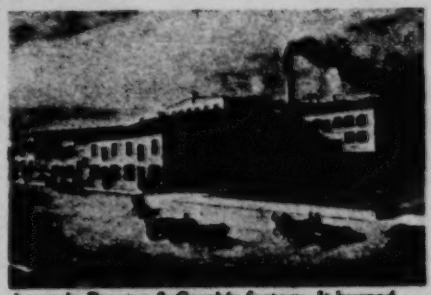




1. Distribute copies, present or read aloud READING I. As students read or listen to READING I, alert them to be aware of the definitions of the following terms: monopoly, wholesaler, sole proprietorship, partnership.

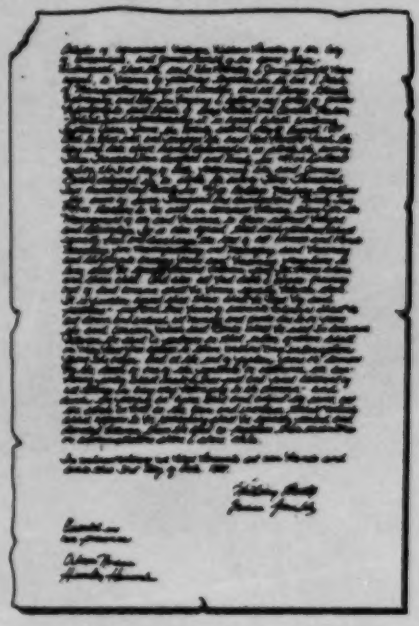
2. Distribute copies or show DOCUMENT I (a partnership agreement).

3. After students have read/reviewed READING I and DOCUMENT I, lead them in discussing the following:
a. In your own words, summarize the main points in this document.
b. What did each man contribute? What could each man gain? (Consider intangibles like risk, security and reputation as well as money. Consider also that in 1837, the country was in the midst of one of the worst depressions it had ever experienced.)
c. How might a river location affect the future of a company starting up in the 1830's?
d. How would the size of the city a company was located in affect its growth and development in the middle nineteenth century?



An early Procter & Gamble factory. It burned down in 1884.

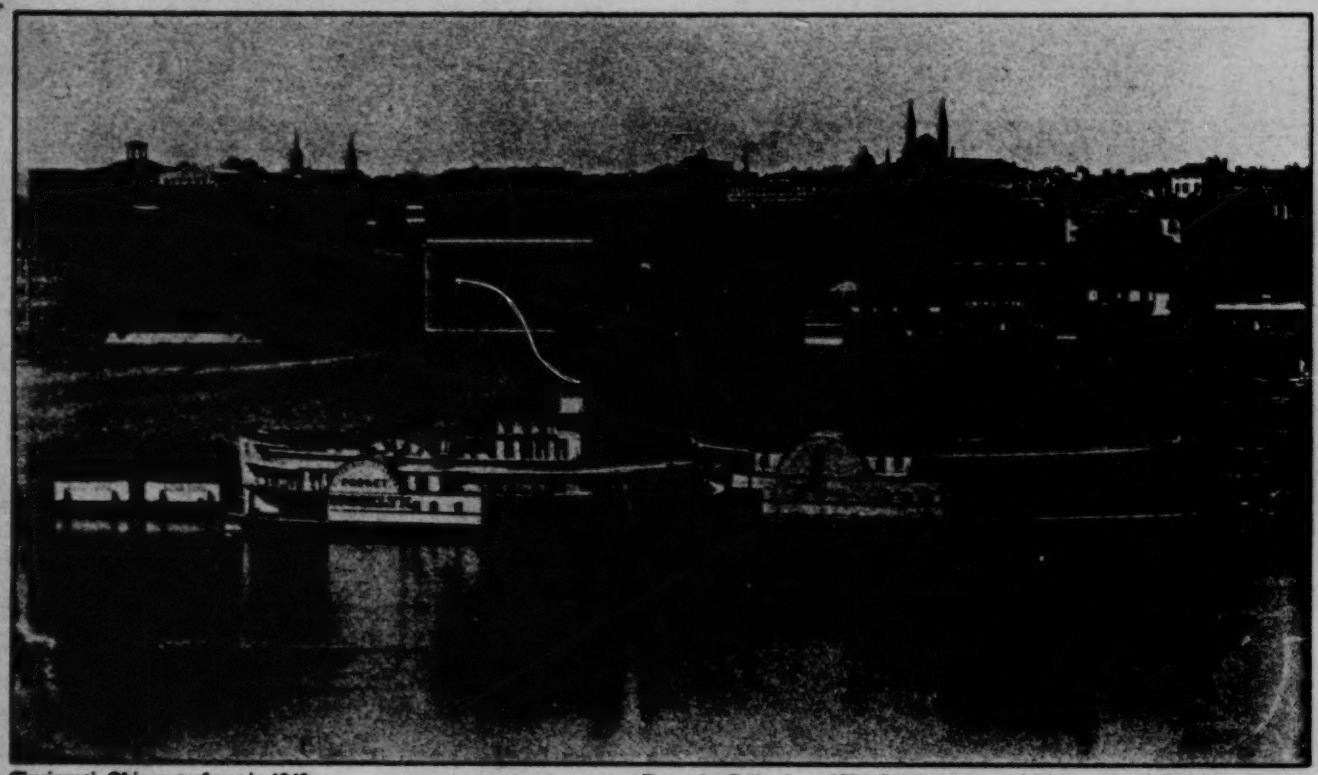
e. Review the meanings of: monopoly, wholesaler, sole proprietorship, partnership.



A partnership agreement was signed in 1837 by William Procter and James Gamble.

4. As a separate project, have students identify businesses in their community/area that are "sole proprietorships" and others that are "partnerships".

5. On a map of the Eastern part of the United States, locate Cincinnati, Ohio. Trace water routes that products produced in Cincinnati would take to reach major markets and ports. Identify them. What towns and cities would they serve? Point out other cities that are major water ports. In this context, would your city be a source or a market?

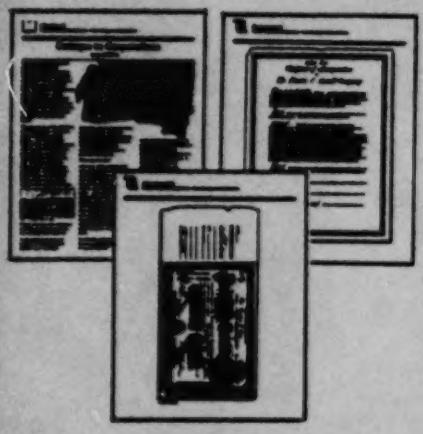


Cincinnati, Ohio waterfront in 1848

From the Collection of The Public Library of Cincinnati and Hamilton County.

Activity II
Cottages to Corporations (Late 1800's)

Use Reading II and Documents II and III

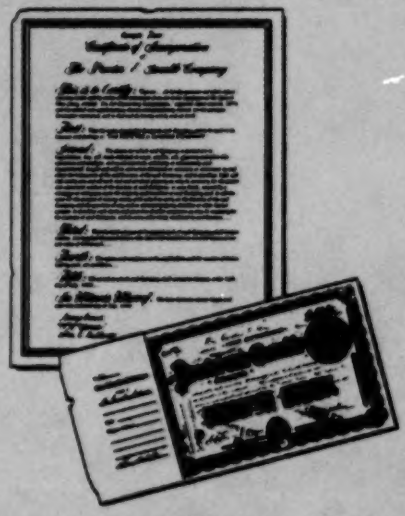


1. Distribute copies, present or read aloud READING II. As students read or listen to READING II, alert them to be aware of the definitions of the following terms: corporation, shares, stock.

2. Distribute copies or show DOCUMENT II and DOCUMENT III.

3. After students have read/reviewed READING II and DOCUMENTS II and III, lead them in discussing:

a. In your own words, summarize the main points in this document.



When Procter & Gamble was incorporated in 1890, shares of stock were offered to the public.

b. What is a corporation?

c. What is a share? a stock?

d. Why was there a rush to incorporate at the end of the nineteenth century? What conditions in the country contributed?

e. What would be the advantages of incorporating?

f. What did the growth of corporations mean to the growing country?

g. What do you think are the risks and benefits of owning stock in a corporation?

4. As a separate project, have students do a study of firms in the area or other major corporations to trace the steps of their incorporation. What factors (local and national) contributed? How did their growth parallel the growth of your community, region or the country as a whole? Why did these companies have to grow?

Activity III
Trademarks and Brand Names

Use Reading III

1. Divide the class into groups of 5-6 students each. Distribute copies, present, or read aloud READING III. Alert students to be aware of the definition of the words "trademark" and "brand names". (Note: You may wish to conceal the answers to the trademark identification question (READING III) and have students discuss this in small groups, presenting their answers to the entire class.)

2. Review with students the meaning of "trademark" and "brand names" and discuss with them:
   a. What they mean to a company;
   b. What they mean to consumers.

3. As separate projects:
   a. Assign one product trademark (from the five shown in READING III) to each group and ask them to write a hypothetical trademark history for "their" trademark. Instruct students to take into consideration the company's product, the style of the trademark (as a clue to its age) and the image itself as clues to its origin. Share each history with the class, either in an oral presentation or as a bulletin board display. Have each group write the company they have been discussing to learn the real history of its trademark. Share the responses with the class.
   b. Still working in groups, have students design a trademark for a fictitious product. Analyze this trademark by explaining how effectively it represents the product. You could also do this as a game, having each group analyze the trademarks of other groups

   c. Assign some students to do a study of the development of the trademarks of local firms or national firms with operations in your local area; have other students investigate the origins of the names of some of their favorite brands.
   d. Assign students to collect magazine advertisements, monitor television programs or do a check of their local grocery store/supermarket and report back on 10 companies which advertise by company name/trademark and 10 which advertise by brand name.

Current popular trademarks and brand names

Evolution of Procter & Gamble's Trademark

This crude cross, painted by a wharf hand on a wooden box of Star candles around 1851, was the beginning of the "Moon and Stars."

In time, the cross developed into this encircled star—still merely part of the rivermen's shipping "sign language."

The first standard trademark adopted by the company was this roughly drawn crescent enclosing 13 stars.

The 1882 model "Moon and Stars" had been refined to this point, and registered in the U.S. Patent Office.

By 1902, the trademark, still basically the same, displayed some of the "gingerbread" frills typical of the turn-of-the-century.

Around 1920 the trademark became more simplistic—still, however, there was no fundamental change from the original design.

Finally, in 1930, a sculptor was commissioned by P&G to design today's authorized version of the famous "Moon and Stars."

Additional readings for the teacher

American Heritage: The Magazine of History, *Great Stories of American Businessmen*, New York: American Heritage Publishing Co., Inc., 1972.

Babcock, Glenn D., *History of the United States Rubber Company*, Indiana: The Foundation for the School of Business/ Indiana University, 1966.

Davis, Joseph Stancliff, Ph.D., *Essays in the Earlier History of American Corporations*, No. IV, New York: Russell & Russell, Inc., 1965.

Groner, Alex and editors of American Heritage and Business Week, *American Business and Industry*, New York: American Heritage Publishing Co., Inc., 1972.

Hidy, Ralph W., Frank Ernest Hill and Allan Nevins, *Timber and Men: The Weyerhauser Story*, New York: The MacMillan Co., 1963.

Larson, Henrietta M. and Kenneth Wiggins Porter, *History of Humble Oil & Refining Company*, New York: Harper & Brothers Publishers, 1959.

Spence, Hartzell (ed. consultant), *A Great Name in Oil: Sinclair Through Fifty Years*, U.S.A.: F.W. Dodge Company/ McGraw-Hill, Inc., 1966.

Whitehead, Don, *The Dow Story: The History of the Dow Chemical Company*, New York: McGraw-Hill Book Co., 1968.

Project Advisors

Anne Beversdorf, Educational Consultant, Bloomington, Indiana; Dr. Carole L. Hahn, Associate Professor, Division of Educational Studies, Emory University, Georgia; Dr. Robert C. Miles, Director, University School of Nova University, Florida; C. Frederick Risinger, Coordinator for School Social Studies, Social Studies Development Center, Indiana University.

Perspectives are also available on The Great Depression, World War I and Reflections of History - A look at the advertising of five periods between the 1890's and 1950's. Other educational materials from Procter & Gamble include teaching kits for consumer education/ consumer economics and home economics. For a complimentary brochure write:

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P.O. Box 14009, Dept. PS
Cincinnati, Ohio 45214

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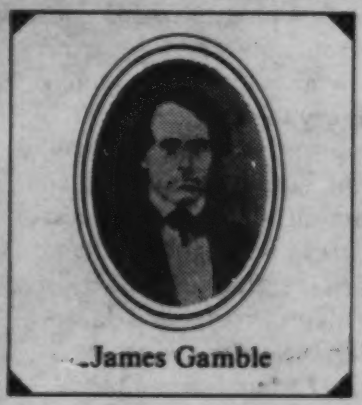
Setting the Stage for Growth

Early (1800's)

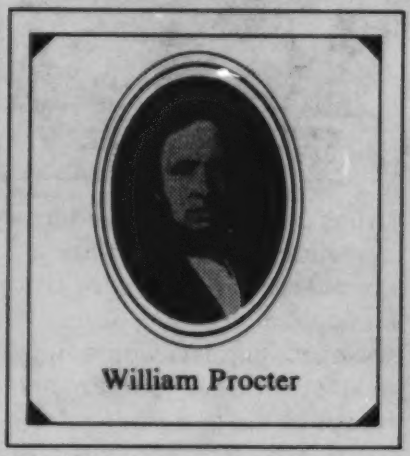
The early 1800's were a remarkable period in American history. Today we assume that anyone who wants to open a



James Gamble

business or sell home-made candles door-to-door has a perfect right to do so. But before 1824 this was not always clear. Many business laws conflicted with other laws, and these differences often had to be settled in court. By 1820 Aaron Ogden had been operating a steamboat ferry in New York with the state's permission to have a *monopoly* (the exclusive right) to run a ferry on that part of the river. However, New Jersey later gave that same right to Thomas Gibbons. Ogden felt that because he was there first, Gibbons should be forced to leave. In 1824, the United States Supreme Court said that Gibbons had the right to operate, too (Gibbons vs. Ogden). The American economic system, the Court said, did not allow monopolies but encouraged free competition, and the federal government had the final right over state governments to make and enforce decisions of this nature.

This was only a few years before James Gamble, a stern- faced Irish immigrant to Cincinnati, left his apprenticeship and started his own soapmaking business with Hiram Knowlton. In 1832, William Procter stopped in Cincinnati because his wife had fallen ill on their voyage from England to



William Procter

Louisville, Kentucky. When Mrs. Procter died, her husband decided to stay in Cincinnati where he started his own candlemaking business. In this way, chance brought James Gamble and William Procter to the same town. Chance operated again when William married Mrs. Gamble's sister and Procter & Gamble became brothers-in-law.

William Procter rented his first store in a rough section of town and was more than usually concerned about protection

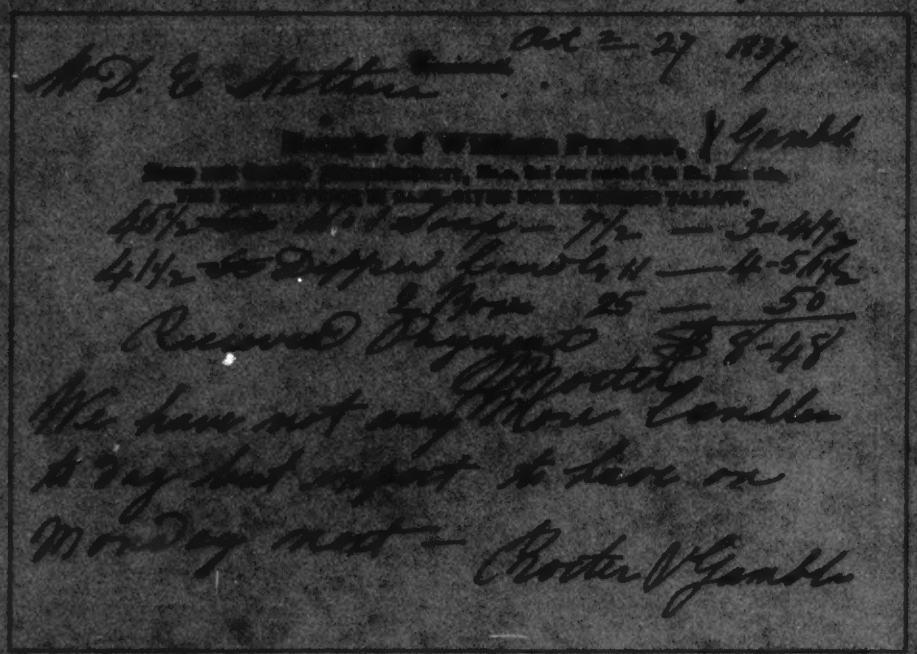
Cincinnati in 1837 was a bustling river port grown to a population of 25,000 and known to a meat-hungry nation as "Porkopolis". This daguerrotype shows the Cincinnati riverfront lined with steamboats in 1848.

since burglars had destroyed his business in England. Unable to afford a dog, he stretched a

strong chain in front of a huge display case and scattered bones around the floor. With the chain and bones so big, he reasoned, burglars would simply imagine the dog. Soon Procter ventured out as a wholesaler to provide other retail large quantities of a product to another who sold the product in small quantities to individual consumers) of soap, aiming to promote and developing a following in river towns where he sold his pork candles. Much of the soap came from

Knowlton & Gamble with William Procter maintaining the sole *proprietorship* (having the exclusive right or legal title) of his business.

In January, 1837 a Supreme Court decision supported the rights of competition over monopolies. In March of that same year Gamble split with Knowlton and, at the urging of their father-in law, Alexander Norris, in 1837 William Procter and James Gamble decided to form a *partnership* (a business association in which two or more people contribute money or property and share the profits and risks). Their close business and personal association, combined with the fact that both soaps and candles required animal fats and oils for production, made this a reasonable decision. However, neither Procter nor Gamble had anticipated that the worst financial depression the country had ever seen would be upon them. Although they began working together informally in the first months of 1837, it was October before both partners were able to raise enough money to start their joint business. Both men borrowed from family and friends, and James Gamble sold his two horses and wagons and a carriage. But in October, William Procter and James Gamble combined their $7192.94 and began the partnership of Procter & Gamble Manufactory.


Oct 2 27 1837
Procter & Gamble
Rec'd Payment
We have not any more candles
to spare that request to have on
Monday next —
Procter & Gamble

On early billheads, William Procter simply added "& Gamble" after his name with a quill pen.

Articles of agreement between William Procter of the City of Cincinnati, and James Gamble of the same place-
Witnesseth, that the said Wm. Procter & James Gamble have agreed, to become Co partners together in the art & trade of Manufacturing Soap and Candles, and all things thereto belonging, and also in buying & selling all sorts of goods belonging to said trade by Soap Boiler and Candle Maker, -Which said copartnership it is agreed shall continue Fifteen Years, from the twenty second day of August 1837. And to that end and purpose the said Wm. Procter hath the day and date above named delivered in as stock the sum of Three Thousand Two Hundred and Ninety Six 47/100 Dollars and on the 31st day of Octr. following the said James Gamble delivered in as stock the sum of Three Thousand Five Hundred and Ninety Six 47/100 Dollars making together the sum of Seven Thousand One Hundred and Ninety Two 94/100 Dollars to be used in common between them for the Management of the said business, to their utmost benefit and advantage. It is also agreed that each partner shall equally bear and discharge the cost of all Houses and Lands necessary for manufacturing and managing said business and the profits arising from said business from time to time shall be equally divided between said partners share and share alike. And also all bad debts & losses growing out of said concern shall be borne equally between them. It is further agreed that there shall be kept by said partners - just and true books of accounts wherein shall be set down and entered all moneys and goods due to or from the said concern, which said Books shall be used in common between the said Co partners so that either of them shall or may have free access to them without any interruption from the other. And at the end of fifteen years or sooner by the death of one of the partners or otherwise, the surviving party shall make a true just and fair account of all things in any way belonging to the concern - and divide the profits as afore said and adjust the same, all the stock as well as the gain and increase thereof which shall appear to be remaining shall be equally parted and devided between them the said Co partners their executors or administrators share & share alike.

In witness whereof we have hereunto set our hands and seals this 31st day of Octr. 1837.

William Procter
James Gamble

Executed in
our presence

Abner Morris
Hamilton Hancock

Handwritten copy of the original partnership agreement.

Teacher's Note: See other side.

THE COMPLETE PARTNERSHIP AGREEMENT
(Transcribed from the original text)

Articles of agreement between William Procter of the City of Cincinnati, and James Gamble of the same place -Witnesseth, that the said Wm. Procter & James Gamble have agreed, to become Co partners together in the art & trade of Manufacturing Soap and Candles, and all things thereto belonging, and also in buying & selling all sorts of goods belonging to said trade of Soap Boiler and Candle Maker, - Which said copartnership it is agreed shall continue Fifteen Years, from the twenty second day of August 1837. And to that end and purpose the said Wm. Procter hath the day and date above named delivered in as stock the sum of Three Thousand Five Hundred & Ninety Six 47/100 Dollars and on the 31st day of Octr. following the said James Gamble delivered in as stock the sum of Three Thousand Five Hundred and Ninety Six 47/100 Dollars making together the sum of Seven Thousand One Hundred and ninety two 94/100 Dollars to be used in common between them for the Management of the said business to their utmost benefit and advantage. It is also agreed that each partner shall equally bear and discharge rent of all Houses and Lands necessary for manufacturing and managing said business, and the profits arising from said business from time tc time shall be equally devided between said partners share and share alike. And also all bad debts & Losses growing out of said concern shall be borne equally between them. It is further agreed that their shall be kept by said partners - just and true books of accounts wherein shall be set down and entered all moneys and goods due to or from the said concern, which said Books shall be used in common between the said Co partners so that either of them shall or may have free access to them without any interruption from the other. And at the end of fifteen years or sooner by the death of one of the partners or otherwise, the surviving party shall make a true just and final account of all things in any way belonging to the concern - and devide the profits as afore said and adjust the same, all the stock as well as the gain and increase thereof which shall appear to be remaining shall be equally parted and devided between them the said co partners their executors or administrators share & share alike.

In witness whereof we have hereunto set our hands and seals this 31st day of Octr. 1837.

(Signed) William Procter (Seal)

(Signed) James Gamble (Seal)

Executed in
our presence

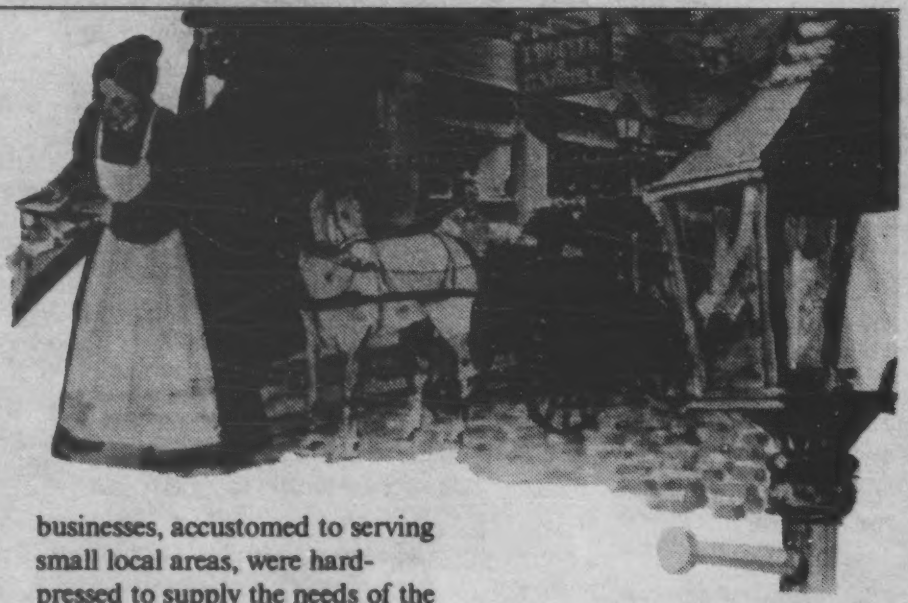
(Signed) Alexr. Norris

(Signed) Hamilton Hancock

Cottages to Corporations

Late (1800's)

The last part of the nineteenth century was a period of astounding growth in America. Immigrants were arriving in the country by the hour, looking for new homes and new ways of living. The mood of the times was one of excitement—people believed anything was possible; around the next corner or only a few months away would be a new opportunity or a new invention that could change their lives forever.



This was the age of the inventions of Thomas Edison—the electric light, phonograph, moving pictures—and of Alexander Graham Bell, who had discovered a way to send the human voice great distances on a thin wire. Telegraphs were humdrum by now. Even humble families boasted proudly-posed family photographs. Railroads meant people could visit friends and family in parts of the country they had only dreamed of before.

P&G's Ivorydale Plant in 1890.

People wanted to take advantage of all the wonderful new things they could get their hands on.

As the population grew and spread over the vast western regions, many American businesses, accustomed to serving small local areas, were hard-pressed to supply the needs of the new far-flung population centers. There was a need and an opportunity for businesses to grow with the country.

What would it take?

Until now, many products had been produced on a small scale in private homes (that is why they were called "cottage industries"). But now the mushrooming country would require something better—more research, development of new and better products, bigger and faster and more efficient factories—with huge increases in jobs. It would mean making maximum use of the cost-saving benefits of mass production which offered high quality products, often at lower prices.

So now the question became: How to raise the large amounts of money required?

In the middle of the nineteenth century, more and more business leaders decided to share ownership of their business with 10, 20, even 100 individuals. A business would print up certificates of stock, and individuals could buy shares of this stock at a set price—for example, 100 shares at $10 per share for a total cost of $1,000. This $1,000 would go to the company. The stockholder's hope was to share in the company's earnings (through dividends and through an increase in the value of the shares held as the company's prospects improved).

If a company prospered and made a profit, the investor could benefit in two ways. First, the company would keep some of the profit in the business to finance future growth, and therefore the value of the $10 share would

Reading II

Procter & Gamble Perspectives - From Cottages to Corporations

probably go up a bit, perhaps to $12. Second, some of the profit would be handed out to the shareholders in the form of dividends. Of course, if the company fell on hard times, the value of the stock might go down and there might not be any dividend.

There was another attractive feature to this arrangement: the investor's liability was limited to the amount paid for the stock. The company could not ask the shareholder to put in more money to pay off the firm's debts. So, even if everything went sour, an investor would not have to risk an entire life's savings. Investors were drawn by another very important plus. With dozens or hundreds of owners, a big company would not likely go out of business if the founder died and there was no member of the family to carry on. New leaders would be appointed and the business would go on. This continuity would help protect investors' money as well as the jobs of employees.

Many business leaders saw a further advantage in this method of raising money. It gave ordinary citizens a sense of owning large businesses, overcoming the notion that American business benefited only the few rich. Widespread share ownership was a practical form of financial democracy, open to anybody who had the money to invest.

State legislatures, one after another, passed laws to make all this possible. It was called incorporation, and the companies were called corporations. (Corporation really means "body"—a body of men and women who join together to conduct business as a unit.) By 1860, almost all states had new laws allowing businesses to incorporate by following a legal procedure, filing incorporation papers, and by offering shares of their business to the public.

This is the way businesses raised the great sums of money to grow into the larger, more efficient firms that were needed to supply the bursting population that was spreading across the expanse of the continent.

It was William Cooper Procter, grandson of one of the original partners, who conceived and nurtured the idea that the partnership should be converted to a public corporation. Looking ahead, he foresaw growth opportunities for P&G that would necessitate additional plants, new equipment, the development and introduction of new products — in short, a need for capital expenditures that would extend far beyond the financial means then open to the partnership.

His co-partners agreed in 1889 to explore the idea of incorporation. The firm began making contacts with appropriate financial institutions, with stock underwriting firms, with auditors and expert corporate law counsel. On July 16, 1890, the Certificate of Incorporation was signed; stock in the Company was sold, beginning on July 21, 1890.

To this day, the sale of stock to individuals is one of the principal ways that American business raises capital. More than 25 million people own these big companies as stockholders. (Procter & Gamble currently has 97,000* shareholders.) One of the biggest companies (American Telephone & Telegraph) has more than a million owners.

Today's Americans owe a great deal to the business leaders and ordinary citizens of a hundred years ago who banded together and set the course of teamwork that has made this country strong through the years.

*P&G has grown to a company of some 60,000 employees with sales and manufacturing operations throughout the United States and abroad.

Railroad tracks criss-crossed the nation by 1890.

Excerpts From

Certificate of Incorporation
of
The Procter & Gamble Company

This is to Certify: *That we . . . do hereby associate ourselves into a company under and by virtue of the provisions of an act of the legislature of the State of New Jersey, entitled "An Act Concerning Corporations," approved April seventh, 1875, and the several acts supplementary thereto and amendatory thereof, for the purposes hereinafter mentioned, and to that end do hereby certify and set forth:*

First: *That the name assumed to designate such Company and to be used in its business and dealings is "THE PROCTER & GAMBLE COMPANY."*

Second: *. . . The objects for which said Company is formed are to manufacture, buy, sell, trade and deal in soaps, candles, oils, glycerine and other like substances and products, and in all materials commonly or conveniently used, manufactured, bought and sold in connection therewith or necessary or convenient in and about the transaction of the said business of the said Company; and to purchase, hold, sell and convey any and all such real and personal property as may be necessary for the proper and convenient conduct of the business of said Company; to issue bonds, secured by a mortgage or mortgages upon the property and franchise of said Company and; to sell the same for the purpose of raising money with which to carry on the business of the said Company and the purchase of any real or personal property therefore or other lawful purpose; to purchase such stocks and securities of other companies as may be necessary for the purposes of said Company, and do every other thing incidental to said business . . .*

Third: *That the total amount of the capital stock of such Company shall be four million, five hundred thousand dollars ($4,500,000) divided into 45,000 shares of the par value of $100 each . . .*

Fourth: *The names and residences of the stockholders and the number of shares held by each, are as follows . . .*

Fifth: *The period at which said Company shall commence business is the 16th day of July, 1890 . . .*

In Witness Whereof, *We have hereunto set our hands and seals this sixteenth day of July, 1890.*

George Crane
H. J. Morse
Wm. C. Gulliver

Printed copy of P&G's 1890 Articles of Incorporation

A Procter & Gamble stock certificate as it looked in 1905

No. A2

One Hundred Shares

Issued to Mrs Caroline E Addy

Dated

Received Certificate

Secretary

Mrs Caroline E Addy

is entitled to ONE HUNDRED Shares

of the COMMON STOCK of

Procter and Gamble

COMPANY

transferable in person only. Attorney only on the Books of the Company on surrender of this certificate. This certificate will not become valid until countersigned and registered by The Central Trust Co. Safe Deposit Co.

[redacted]

CANCELLED

CANCELLED

Reading III
Procter & Gamble Perspectives - From Cottages to Corporations

Trademarks and Brand Names
What Do They Mean?

As companies became larger to serve the greater needs of our growing country, trademarks and brand names took on more and more importance. The trademark was usually a pictorial design, often symbolizing some quality of the product or company. Certain companies, particularly those that made a variety of products, created catchy brand names for individual items. These identifications were promoted heavily in advertising, on posters and by other means to help the customer identify a product he or she had found satisfactory and wanted to buy again.

To be sure, there was company pride behind these identifying devices, but it was more than that. They were intended to tell the shopper two things: that the manufacturer stood behind the product, and that the customer could count on the same consistent quality whenever and wherever the product was purchased.

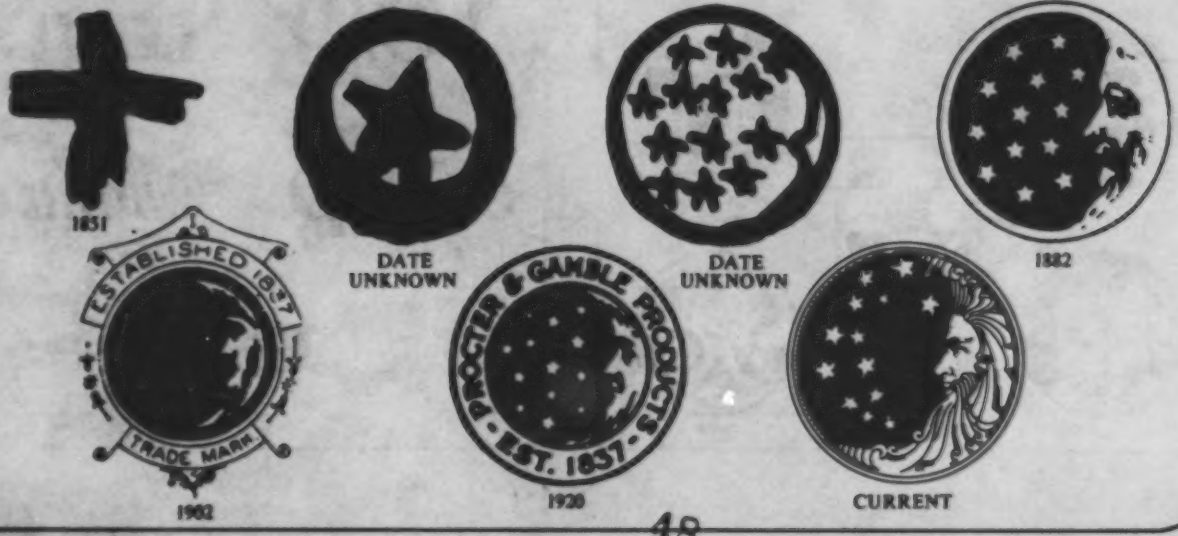
The trademark or brand name set that product apart from competing items, and gave the consumer a clear-cut choice.

Identifying marks and names have been with us a long time. Long before the Christian era, artisans marked their products with a sign or symbol. Then as now, this helped customers identify quality workmanship and enabled them to find the same supplier when new work was needed. And when ancient city officials found inferior work, they were able to track down the artisan by means of his trademark, register their complaint and, in extreme cases, run the culprit out of town.

Many trademarks and brand names have interesting histories.

The familiar shell became the trademark and brand name for Shell Oil because the company's founder got his start in business by selling shell-covered boxes to London tourists. The oval and cross design of the Nabisco trademark dates back to the fifteenth century when it was used by printers. The oval represents the world and the cross represents the church. Because eighteenth century Spain failed to

Evolution of Procter & Gamble's Trademark



capture the Rock of Gibraltar from England, the Prudential Insurance Company adopted "The Rock" as a symbol of security.

Some company trademarks developed gradually over many years. One example is Procter & Gamble's symbol which shows the moon and stars. This began to evolve in 1851 as a crude cross painted by wharf hands to help illiterate stevedores identify boxes of P&G Star candles. In time, the cross developed into an encircled star, still just part of the river workers sign language. Eventually this symbol changed to become a rough cresent moon with a circle enclosing 13 stars representing the original American colonies. Today it has been refined further and you will find it on most P&G packages.

But, unlike some companies – Coca-Cola, for example – where the trademark is displayed on the package, the Procter & Gamble symbol is small. Like other companies with many different products, Procter & Gamble has given each of its products a brand name (Tide, Ivory and so on) and the brand name – instead of the company name or trademark – is displayed in large type on each package. This is done to help shoppers distinguish their favorites among the large number of competing products, some of which may even be produced by the same company.

Since we all have such different tastes, many large companies respond to consumers' preferences by offering several products with variations and giving each a brand name of its own. Think of the automobile companies and the many different models they offer, each with a catchy name. For the same reason, there are many different soaps, cereals, soft drinks, blue jeans – each promoted by its brand name.

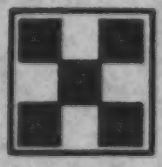
These identifying names are one way that business helps the customer distinguish one product from another, find the product he or she wants with ease, in the expectation that the quality will always be the same. And it is the manufacturer's way of reminding the shopper that the product has met certain standards and therefore the company stands behind it.

Can You Name Them?

Do you know the companies these trademarks represent?

1.

2.


3.

4.

5.

Do you know who makes these brand name products?

IVORY
1.

Levi's
4.

Jeep
2.

WHEATIES
5.

Chevrolet
3.

Crest
6.

1. Procter & Gamble. 2. American Motors. 3. General Motors. 4. Levi-Strauss. 5. General Mills. 6. Procter & Gamble.

1. Bell Telephone. 2. Quaker Oats. 3. Kaiser-Fleetwood. 4. Custer Berg Products. 5. General Electric.

Vocabulary

Procter & Gamble Perspectives - From Cottages to Corporations

TERM	DEFINITION
1. MONOPOLY	—the exclusive right
2. WHOLESALER	—a person who sells large quantities of a product to another who resells the product in small quantities to individual customers
3. SOLE PROPRIETORSHIP	—having the exclusive right or legal title
4. PARTNERSHIP	—a business association in which two or more people contribute money or property and share the profits and risks
5. CORPORATION	—"body" - a group of men and women who join together to conduct business as a unit
6. STOCKS (OR SHARES)	—individual certificates denoting ownership which are initially offered by a corporation at a given price
7. TRADEMARK	—a design which symbolizes some quality of a product or company
8. BRAND NAME	—a name identifying goods of consistent quality manufactured by the same firm

Teacher's Note:
See other side

Teacher's Note:

The words or terms listed are used in this unit. The definitions shown relate to the use of these words in the context of this unit. Use this list of definitions as a learning guide for students or, by covering the definitions and making copies for students, use it as a wrap up test.

SPECIAL OFFER

OVERHEAD PROJECTOR AND SPIRIT DUPLICATING MASTERS ARE AVAILABLE FOR PERSPECTIVES.

The documents in this and the other PERSPECTIVES units are also available on 8½" x 11" sheets called TransMasters, which are designed for use as both transparencies for overhead projection and spirit duplicating masters.

Each TransMaster is an exact reproduction of the documents contained in PERSPECTIVES. Each TransMaster:

- Can be written on with overhead markers.
- Can run as many or more copies as a regular duplicating master.
- Produces consistently clear, sharp copies.
- Is made of a plastic film which helps prevent wrinkling when used with duplicating machines.
- Requires no special handling procedures.
- Is reusable.

A complete set of PERSPECTIVES TransMasters is available at $3.00 per set. (Each set includes the 27 documents from all four PERSPECTIVES units.) To order, complete the form below and mail it to: Procter & Gamble, Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214.

Send _____ (quantity) set(s) of 27 PERSPECTIVES TransMasters @ $3.00 per set to:

NAME _____

TITLE _____

SCHOOL _____

STREET ADDRESS _____

CITY/STATE/ZIP _____

Please sent a check or money order payable to The Procter & Gamble Company, or a purchase order with this form — no cash.

WORLD WAR I
THE HOME FRONT

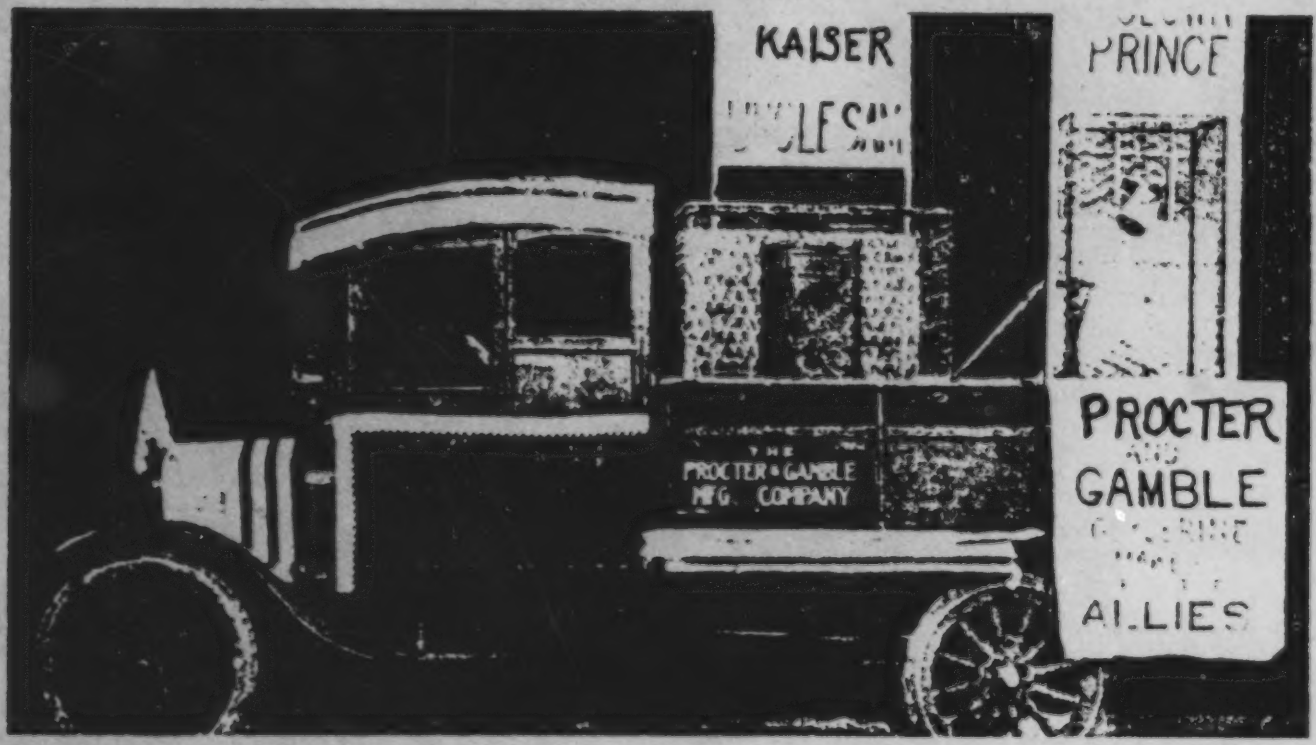
How a U.S. corporation responded

America's entry into World War I in April, 1917 laid down two major sets of challenges for every aspect of our society: first and foremost was how to gain a speedy end to aggression– to complete the Great Crusade. The other critical challenge was how to keep all the pieces together at home so that one day we could return to more stable conditions.

So it was with those businesses which recognized the need to maintain profitable operations if they were to still be in business after the war, yet found the time and manpower to join the war effort.

This unit gives one perspective of Home Front activities and can supplement classroom discussions of World War I. It can be used in one or two class periods of U.S. History, World History, Sociology. The unit consists of this teacher folder with accompanying student materials which can be duplicated and distributed. The unit can be used for grades 7-12, all ability levels.

This unit, one in a series (see back cover), relies heavily on material from the Procter & Gamble Archives. The experiences of one company can serve as a starting point for students to discover World War I home front activities in other companies, especially in their own communities.



All illustrations in this folder show typical posters and activities that were part of World War I "Home Front Efforts" in Cincinnati, Ohio.

Overview

(Read the Overview and review all inserts before attempting activities. You will find these few minutes well spent.)

Part I: The Situation

After years of international tension, the 1914 assassination of an Austrian archduke and duchess was the single spark that ignited World War I. The conflict swept across Europe, changing not only boundaries but nearly every interest and characteristic of human life.

For three years the United States tried to stay out of the "European Conflict". American sympathies were divided as first Great Britain and then Germany broke international law in preventing American merchant ships from bringing supplies to the other side. One of the events triggering America's entry into the war was the discovery of a German attempt to enlist the aid of Mexico against the United States by promising them the recovery of Texas, Arizona and New Mexico as spoils. On April 6, 1917, the United States declared war on Germany.

While thousands of Americans went off to fight, Americans on the home front buckled down to do their part. What happened "over there" had a profound effect on the homes, farms, factories and offices of the U.S.

Raising, equipping and transporting the more than 4,000,000 soldiers who would make up our armed forces required sacrifice on the part of all facets of society. War boards imposed strict rationing of food and fuel so that the Allied troops could be supplied. Government virtually took over the railroads for the movement of soldiers and supplies to ports of embarkation.

People were urged to grow "war gardens" and to contribute extra produce to the war effort. As the men went off to fight, women began replacing them on the factory lines producing war materials.

Church and civic groups volunteered their services to wrap bandages and to knit sweaters and blankets for the troops. Many concerned citizens became Red Cross aides.

Part II: Three Areas of Business' "Home Front Activities"

Business also joined the war effort, rallying with others to lend support to our fighting men. While companies needed to maintain profitable operations if they were still to be in business after the war, many found the time and manpower to be involved in three major areas of home front efforts: (1) activities to raise troops or money; (2) steps to help the country reach specific goals; (3) efforts to raise the collective national spirit and help unify Americans on the home front.

As part of these wartime efforts, business produced complementary war products and supported drives to promote the national spirit. Leadership on home front causes, as well as manpower for the battlefields, came from all ranks of business and industry.

Additionally, business, along with individual Americans, supported the U.S. Government's Liberty Loan drive which helped pay the country's war debts. This was in addition to the payment of taxes.

This unit of Perspectives covers some of the ways one segment of our society, business, responded to the war effort.

Objectives

Students who participate in this activity will be able to:
1. Identify specific activities and policies of business and business leaders related to the U.S. war effort.
2. Use information gained by examining the original source documents to support hypotheses about the role of business during wartime.

Suggested Teaching Procedures

Activities

1. To get started, set the scene for students:
— Duplicate the READING sheet. Cut sheet and distribute Part I to class to read aloud or silently. Or, have students make a tape recording of the text and play it for the class.
— Review the VOCABULARY sheet with students to familiarize them with terms that will be used in this unit. (This can also be used as a wrap-up or test activity.)

2. With Part I as background, ask the class to "brainstorm" how a business corporation might respond to the outbreak of a major war. Do companies have a responsibility to those who work for the company and those who have invested in the company? What could a company do to help the nation's war effort? Should business leaders take an active and public role? List students' views on the chalkboard or on an overhead. Then ask students to put each idea into one of three "Home Front Efforts":

a. Activities to raise troops or money.
b. Ideas to rally support for wartime goals and deal with wartime conditions.
c. Activities to provide leadership for wartime efforts and help unify Americans on the home front.

Use Documents I-V

3. Have the class study DOCUMENTS I-V and determine which "Home Front Effort" each document illustrates.

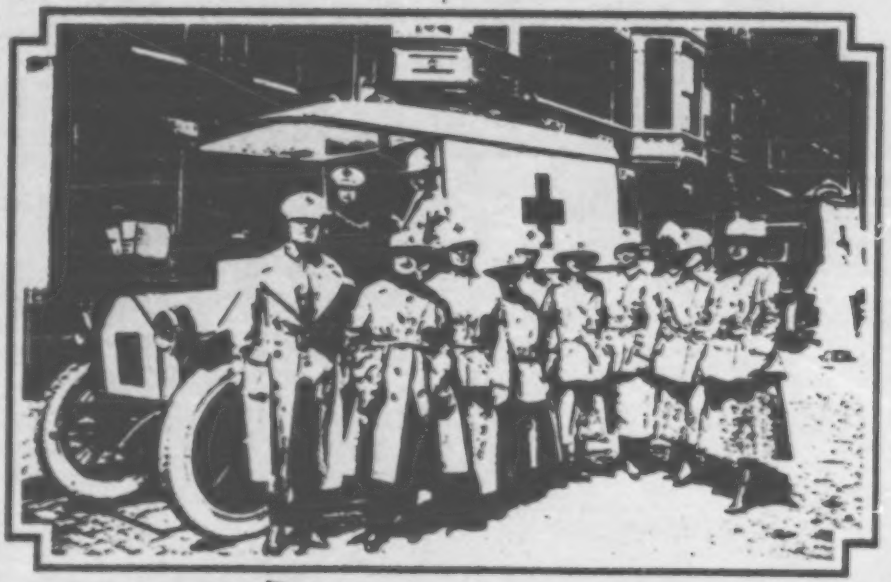
(Teacher Note: "Home Front Effort" "a" is illustrated by Documents I and II. The former is the text of a bulletin board notice posted in all Procter & Gamble plants and offices; the latter is a copy of a certificate presented to Procter & Gamble by the U.S. War and Navy Departments.

Point "b" is illustrated by Documents III and IV. Along with the product, the Crisco Ad promoted these popular themes of the day: "Save" and "Don't waste food." The ad carried a message from Herbert Hoover who, in 1917-1918, was heading the United States Food Administration under President Woodrow Wilson and conducting a campaign to save food for people in war-torn Europe. The term "Hooverize", in fact, came to mean saving and doing without.

Document IV shows P&G President William Cooper Procter's resolve in dealing with wartime conditions.

Point "c" is illustrated by Document V which summarizes how a group of leading Cincinnati business executives combined skills and resources to conduct an overwhelmingly successful War Fund Campaign for the Red Cross.)

a. Divide the class into groups of 4-6 students each.
b. Duplicate and distribute one set of DOCUMENTS I-V to each group or display the documents around the classroom and allow each group time to study them.
c. Allow about 10-15 minutes for the students to examine all the documents and find evidence related to each of the three "Home Front Efforts."
d. Call for reports. Taking one document at a time, have each group point out the evidence that they have discovered related to the three "Home Front Efforts". Some repetition will occur here, so you may wish to tell the groups to list evidence that has not already been



discussed. (As part of the discussion, point out that more than 2,000,000 American soldiers were fighting in France when the war ended. Almost that many were still training in camps throughout the U.S. Raising, equipping and transporting these soldiers required sacrifice on the part of all segments of society.)

4. To summarize, distribute Part II (READING sheet) to the class and read aloud or silently. Or have students make a tape recording of the text and play it for the class.

RED CROSS

To Draft Cincinnatians

To Drive For $1,000,000 as Queen City's Share.

William Cooper Procter Made Chairman of Chapter.

Toilers To Be on War Basis—William Howard Taft To Speak at Luncheon.

The Executive Committeemen, appointed by Julius Fleischmann, as Chairman of the Cincinnati Chapter of the Red Cross, held their first meeting yesterday morning in Room 312, Chamber of Commerce, and organized by electing William Cooper Procter Chairman. In addition to Mr. Procter there were present Julius Fleischmann, Stuart Sutphin, Fred A. Geier, F. H. Chatfield, Lawrence Maxwell, Maurice J. Freiberg and Charles J. Christie, the

Cincinnati Enquirer, June 2, 1917.

5. Using the three areas of Business' "Home Front Activities" as guidelines, select one or more companies in your area and have students report on their activities during World War I. This could include:

a. Inviting representatives to visit your class and discuss the role of businesses in times of national emergency. Students could then interview the representatives about the actions of the local company during World War I, as well as World War II, the Korean or Vietnam crisis.

or

b. Assigning students to contact several companies in the local area to ask about their activities during World War I.

or

c. Assigning teams of students to do research in the local library (consulting old newspaper files and local histories), historical society, and newspaper office for 1) news and other reports of special efforts by business during World War I; 2) special efforts by businessmen in World War I activities.

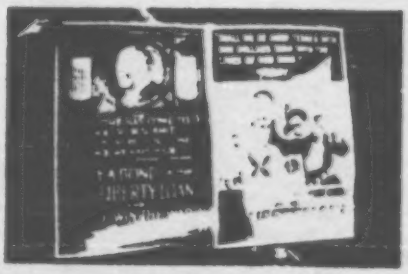
6. Using Document III as an example, ask students to research consumer magazines/ newspapers published during World War I years (1917-1918) to study how advertising was used by business, government, other organizations to promote the three major areas of "Home Front Efforts".

Expanded Activities

1. Ask students to list the factors involved in corporate decision-making in times of a national emergency. Students should recognize such concerns as
- the survival and immediate future of the company
- the long-term well-being of the enterprise
- the interests and well-being of employees
- the interests of shareholders, banks, insurance companies and other financial interests who had invested in the company
- the national interest and the well-being of the general public
- the long-term reputation of the firm's products, in view of current limits on the availability of raw materials.

Have students discuss why each of these concerns would be important. Which are most closely related? (Students will probably have several different opinions about this.) How are these concerns related to, or how did they mirror, the concerns and needs of our society in general?

Ask students if conditions existing at a given time influence the relative importance of the concerns mentioned above. (Have students give real or hypothetical examples.)



LIBERTY LOAN RALLY

Music Hall.

MAY 22, 1917.

AMERICA.

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing:
Land where my fathers died!
Land of the Pilgrim's pride!
From every mountain side
Let freedom ring.

My native country, thee—
Land of the noble free—
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Our fathers' God! to Thee
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

STAR SPANGLED BANNER.

Oh! say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming.
And the rockets' red glare, the bombs bursting in air.
Gave proof thro' the night that our flag was still there.
O, say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

And where is that band who so vauntingly swore,
'Mid the havoc of war and the battle's confusion,

BEST COPY AVAILABLE

Additional background readings for the teacher

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Project Advisors

Anne Beversdorf, Educational Consultant, Bloomington, Indiana; Dr. Carole L. Hahn, Associate Professor, Division of Educational Studies, Emory University, Georgia; Dr. Robert C. Miles, Director, University School of Nova University, Florida; C. Frederick Risinger, Coordinator for School Social Studies, Social Studies Development Center, Indiana University.

Perspectives are also available on The Great Depression, Cottages to Corporations, and Reflections of History - A look at the advertising of five periods between the 1890's and 1950's. Other educational materials from Procter & Gamble include teaching kits for consumer education/consumer economics and home economics. For a complimentary brochure write:

Procter & Gamble Educational Services
P.O. Box 14009, Dept. PS
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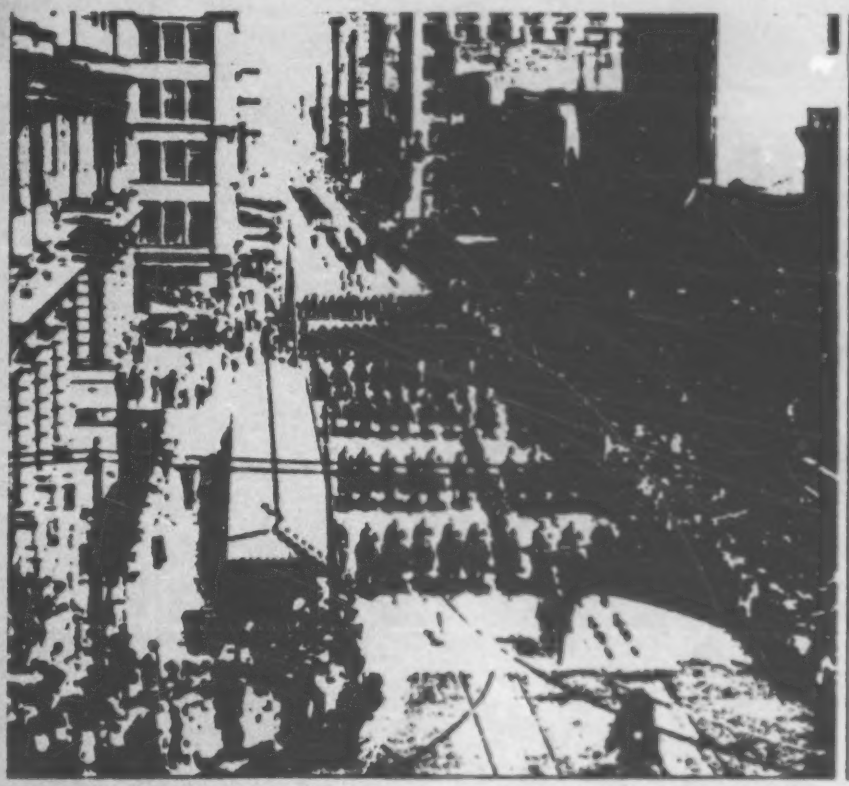


Cincinnati *Times-Star*, June, 1917

IF YOU Can't Go ACROSS WITH A GUN
COME ACROSS With YOUR Part of the
Red Cross War Fund!
ONE MILLION DOLLARS
CINCINNATI MUST DO HER PART!
WONT YOU HELP "OUT THERE"
RED CROSS WAR FUND

Part I: The Situation

After years of international tension, the 1914 assassination of an Austrian archduke and duchess was the single spark that ignited World War I. The conflict swept across Europe, changing not only boundaries but nearly every interest and characteristic of human life.

For three years the United States tried to stay out of the "European Conflict". American sympathies were divided as first Great Britian and then Germany broke international law in preventing American merchant ships from bringing supplies to the other side. One of the events triggering America's entry into the war was the discovery of a German attempt to enlist the aid of Mexico against the United States by promising them the recovery of Texas, Arizona and New Mexico as spoils. On April 6, 1917, the United States declared war on Germany.

While thousands of Americans went off to fight, Americans on the home front buckled down to do their part. What happened "over there" had a profound effect on the homes, farms, factories and offices of the U.S.

Raising, equipping and transporting the more than 4,000,000 soldiers who would make up our armed forces required sacrifice on the part of all facets of society. War boards imposed strict rationing of food and fuel so that the Allied troops could be supplied. Government virtually took over the railroads for the movement of soldiers and supplies to ports of embarkation.

People were urged to grow "war gardens" and to contribute extra produce to the war effort. As the men went off to fight, women began replacing them on the factory lines producing war materials.

Church and civic groups volunteered their services to wrap bandages and to knit sweaters and blankets for the troops. Many concerned citizens became Red Cross aides.

Cut along dotted line

Part II: Three Areas of Business' "Home Front Activities"

Business also joined the war effort, rallying with others to lend support to our fighting men. While companies needed to maintain profitable operations if they were still to be in business after the war, many found the time and manpower to be involved in three major areas of home front efforts: (1) activities to raise troops or money; (2) steps to help the country reach specific goals; (3) efforts to raise the collective national spirit and help unify Americans on the home front. As part of these wartime efforts, business produced complementary war products and supported drives to promote the national spirit. Leadership on home front causes, as well as manpower for the battlefields, came from all ranks of business and industry.

Additionally, business, along with individual Americans, supported the U.S. Government's Liberty Loan drive which helped pay the country's war debts. This was in addition to the payment of taxes.

Vocabulary

Procter & Gamble Perspectives - World War I, The Home Front

TERM	DEFINITION
INTERNATIONAL	—affecting, involving or common to more than one nation (boundaries, treaties, etc.)
ASSASSINATION	—a violent murder of a person (usually someone prominent in a country's government)
ARCHDUKE	—a title of a royal prince of an Empire (in this case, Austria)
IGNITED	—set aflame or heated up (i.e., heat up an argument)
CHARACTERISTIC	—a trait or quality that distinguishes one person or thing from another
SYMPATHIES	—feelings of loyalty, tendency to favor or support a specific cause
MERCHANT SHIPS	—ships for hire, operated to carry freight primarily
SPOILS	—goods or other property taken from an enemy in war
BUCKLE DOWN	—to firmly fasten oneself to a task (as a buckle firmly fastens a belt)
PROFOUND	—lasting and/or significant
FACETS	—the different ways in which a single subject or situation can be viewed
RATIONING	—making scarce things available either equally or equitably in accord with need as judged by those in authority
WAR BOARDS	—special federal agencies set up to direct the economy
IMPOSED	—established as compulsory
PORTS OF EMBARKATION	—places from which troops and/or military supplies are shipped
RALLYING	—bringing together for a common purpose
PROFITABLE	—yielding worthwhile returns or results
COLLECTIVE NATIONAL SPIRIT	—overall mood of the country
COMPLEMENTARY	—serving to fill out or complete
PROMOTE	—advance in station, rank or honor
RANK	—relative standing or position
SEGMENT	—one of the individual parts into which something is divided
APPROPRIATION	—money set aside by formal action for a specific use

Teacher's Note:
See other side

Teacher's Note:

The words or terms listed are used in this unit. The definitions shown relate to the use of these words in the context of this unit. Use this list of definitions as a learning guide for students or, by covering the definitions and making copies for students, use it as a wrap up test.

To Men Employees of The Procter & Gamble Co.

Our Government has named Thursday, September 12th, 1918, as Registration Day and asks that all men who shall have attained their eighteenth birthday and who shall not have attained their forty-sixth birthday and who are not already registered, register on that date.

This Company urges that all of its employees to whom this applies register promptly on the date set. We will gladly give information and furnish assistance to anyone who may be uncertain how to proceed.

The time required for your registration will be allowed without deduction from your pay.

THE PROCTER & GAMBLE CO.

Text of a bulletin board sign.

Document II
Procter & Gamble Perspectives - World War I, The Home Front

1885

War and Navy Departments

United States of America

This Certifies that

The Proctor and Gamble Co.

have assured the War and Navy Departments that they will gladly reemploy everybody who formerly worked with them, and left to serve in the Army or Navy during the Great War.

Secretary of War

Secretary of the Navy

Representing the War and Navy Departments

Teacher's Note: See other side.

Teacher's Note:

Procter & Gamble appropriated $1000.00 per day for each working day from April 6, 1917, to December 31, 1917, inclusive, to cover company contributions to the Red Cross and other civilian agencies backing up the nation's efforts.

In addition, while employees were in the service, P&G paid the difference between military pay and their regular salaries. These employees also retained full pension and benefit rights and, following military service, could return to their former position or to another position of equal salary within the company.

Document III
Procter & Gamble Perspectives - World War I, The Home Front

Save-
We want no person in the United States to eat less than is required for good health and full strength, for in this emergency America requires every atom of the productive power of our people. While many can eat less, all of our population can substitute other food stuffs for the few that are vitally needed for export.
—Herbert Hoover.
THE shield of the National Food Administration in over ten million American homes is the seal of a sacred covenant made with their country by patriotic housewives, pledged to help win the war by the conservation of food.
Use other cereal flours and save wheat. Give corn meal and oat meal a larger place in your menus. Use no butter in cooking. Use vegetable fats. Use less sugar.
CRISCO
For Frying, For Shortening, For Cake Making
Economy and conservation both result from the use of Crisco. It gives the best results for the least expenditure. It is so rich, less is required.
Crisco is the solid crystals of wholesome, edible oil. It is always of the same dependable quality. It has no taste, no odor, and gives only richness to foods.
All war-time recipes are made richer by the use of Crisco. Its delicacy improves these additions to your menus. Crisco easily blends with barley, graham, rye and other flours necessary to save wheat. It successfully takes the place of butter. Experience with Crisco has taught millions that to use butter in cooking is both unnecessary and wasteful.
The next time you buy a cooking fat, try Crisco. You can get it in one pound, air tight, sanitary tins, free from all the impurities to which fats sold in bulk are exposed.
A Cook Book for Today
Food Will Win the War Don't Waste It

Crisco Ad
July, 1918

Document IV
Procter & Gumble Perspectives - World War I, The Home Front

BACKGROUND NOTE: After America entered the war on April 6, 1917, American materials, including Procter & Gamble products, were shipped overseas to aid the Allied forces. In fact, goods were being shipped in such quantities that shortages of raw materials were throttling many American firms.

But P&G had learned from past wars. It had bought enough raw materials to see all plants through a full year of production. Referring to this, on April 11, 1917, William Cooper Procter, P&G President, wrote to a niece who was also a shareholder:

April 11, 1917

Dear Mary,

...Procter & Gamble are very fortunate and have enough material to last them a year and could make a great deal of money out of their position, but I am not going to try to do so. We are practically not going to advance prices at all, but base our selling prices upon our cost prices of raw materials and not upon their present value which I think is about $8,000,000.00 more than what they cost. I don't want to make any money out of the war, and I don't want the Company to do so. I am afraid we will have trouble holding our prices down as our orders will be more than we can fill, but I have already told the Procter & Gamble office to notify our trade that we would regulate our shipments as we thought fair and not on the basis of what a man had ordered...

Handwritten text of a letter from William Cooper Procter, P&G President, to his niece, Mary Johnston. Mr. Procter and his wife, Jane Elizabeth Johnston, had no children. So Mary, the daughter of Mrs. Procter's brother, Alexander, was a favorite of Mr. & Mrs. Procter.

William Cooper Procter
P&G President 1907-1930

Mary Johnston, niece of William Cooper Procter, served with the Red Cross in France during World War I.

Teacher's Note: See other side.

Teacher's Note:

In effect, what William Cooper Procter was saying in his letter to his niece, Mary Johnston, was that Procter & Gamble did not want to take advantage of its favorable raw material position (mentioned in the letter) and make an excess profit out of the war. In fact, the company's percentage of profit on its sales dollar trended downward between 1916 and 1919:

YEAR	% OF PROFIT
1915	6.8
1916	7.1
1917	5.5
1918	5.5
1919	3.8

Document V
Procter & Gamble Perspectives - World War I, The Home Front

IF YOU Can't Go ACROSS WITH A GUN
COME ACROSS With YOUR Part of the

Red Cross War Fund!

Greater Cincinnati's share of the $100,000,000 War Fund to which the whole country is enthusiastically giving this week is

ONE MILLION DOLLARS

Your own Happiness is at Stake.

CINCINNATI MUST DO HER PART!

The Boys who are Fighting for YOU and the FLAG deserve the BEST you can give them!

Give to the Team Member who calls on YOU, and GIVE LIBERALLY!
Yours in the Cause of Humanity and the Survival of Liberty.

Executive Committee Red Cross War Fund Council of Greater Cincinnati:

The Cincinnati Times Star, June 1917

Teacher's Note: See other side.

Teacher's Note:

President Woodrow Wilson proclaimed the week of June 18-25, 1917, Red Cross Week. A nationwide campaign was conducted to raise $100,000,000. Cincinnati's goal was $1,000,000.

Procter & Gamble, led by William Cooper Procter, grandson of one of the original partners, and other Cincinnati companies rallied to the call.

Mr. Procter chaired the local drive, recruiting other Cincinnati executives who lent their expertise and leadership. Members of the Executive Committee of the Red Cross campaign (listed on Document V) represented a variety of firms within the city — banks, machine tool companies, manufacturing companies, utilities, law firms. All contributed as individuals — and as businessmen, encouraging their fellow-employees to lend support. For example, the Procter & Gamble company contributed $50,000 to the drive; William Cooper Procter as an individual contributed $25,000; employees at the Company's Ivorydale Plant collected $2,973. When the drive ended Cincinnatians had gone over their goal and pledged contributions of $1,650,000.

This action by William Cooper Procter is an early example of one company's support of local activities in a community in which it operated, both by corporate contributions and the volunteer service of its employees.

Working with the local Chamber of Commerce or some similar organization, your students might find it interesting to survey such corporate or company support, past or present, in your community.

SPECIAL OFFER

OVERHEAD PROJECTOR AND SPIRIT DUPLICATING MASTERS ARE AVAILABLE FOR PERSPECTIVES.

The documents in this and the other PERSPECTIVES units are also available on 8½" x 11" sheets called TransMasters, which are designed for use as both transparencies for overhead projection and spirit duplicating masters.

Each TransMaster is an exact reproduction of the documents contained in PERSPECTIVES. Each TransMaster:

- Can be written on with overhead markers.
- Can run as many or more copies as a regular duplicating master.
- Produces consistently clear, sharp copies.
- Is made of a plastic film which helps prevent wrinkling when used with duplicating machines.
- Requires no special handling procedures.
- Is reusable.

A complete set of PERSPECTIVES TransMasters is available at $3.00 per set. (Each set includes the 27 documents from all four PERSPECTIVES units.) To order, complete the form below and mail it to: Procter & Gamble, Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214.

Send _____ (quantity) set(s) of 27 PERSPECTIVES TransMasters @ $3.00 per set to:

NAME _____

TITLE _____

SCHOOL _____

STREET ADDRESS _____

CITY/STATE/ZIP _____

Please sent a check or money order payable to The Procter & Gamble Company, or a purchase order with this form — no cash.

THE GREAT DEPRESSION

How a U.S. corporation responded

The Great Depression shook every aspect of our society. Business, big and small, for example, was faced with grave decisions.

Here is material that gives students examples of how one business 1) coped with the immediate crisis; 2) tried to provide for the long-term sales and earnings required for the enterprise's survival; 3) attended to the interests of its shareholders, employees and customers.

This unit challenges students to gain new historical perspectives by testing their own solutions against some of the decisions made by one major corporation.

This material is intended to supplement classroom discussions of the Great Depression. It can be used in one or two History, Sociology, or Economics class periods. This unit consists of this teacher folder with accompanying student materials (see inserts) which can be duplicated and distributed. The unit can be used for grades 7-12, all ability levels.

This unit, one in a series (see back cover), relies heavily on material from the Procter & Gamble Archives and other primary source documents. This unit on the Depression can be used as a model for encouraging students to look at other companies, both local and national.

Overview

(Read the Overview and review all inserts before attempting activities. You will find these few minutes well spent.)

October 29, 1929, "Black Tuesday", was the beginning of the great stock market crash. It was the end of hope for millions of Americans who had invested in the stock market, hoping to "get rich quick". In one week, over 30 billion dollars evaporated as market prices kept falling. The crash marked the beginning of the longest and worst depression our country has ever experienced. Personal fortunes disappeared along with bankrupt businesses and banks. At the depth of the depression, 25% of America's working force was unemployed and unable to find any kind of work. Another 25% or more were working only a few days a week and faced serious privations. The Great Depression battered the economic system and virtually every individual, community and business in the country.

In the learning activity which follows, students will learn about some of the conditions existing during the Depression. Working in small groups, acting as members of the Board of Directors of a company caught in the turmoil, students will face three specific economic problems common to businesses during the Depression.

NO HELP WANTED

THE CINCINNATI COMMITTEE FOR STABILIZING EMPLOYMENT

reports many thousands of our own people out of work. Your presence here only adds to distress and does not improve your lot. Naturally our own people will be put to work first. Better seek a job in your own home town.

Copy of a notice posted by The Cincinnati Committee For Stabilizing Employment (The Cincinnati Historical Society).

National Archives

Each student group will be asked to reach a consensus "corporate decision" on how they would solve the problem, keeping the long-term interests of employees, shareholders and customers in mind. Then the class should reach a classroom consensus before seeing the decision made by one company, Procter & Gamble.

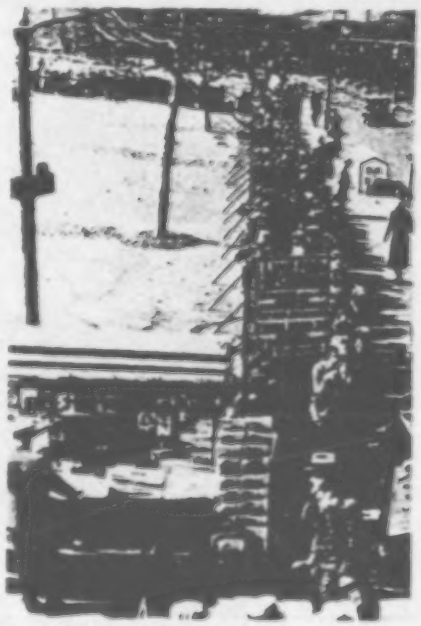
Through this process, students will assume the same challenges a company like P&G did in the Depression. Namely: How to cope with the immediate crisis? How to provide for long-term sales and earnings so this company might survive? How to survive while still being mindful of the interests of shareholders, employees and customers?

Each segment of the exercise should take approximately 15-25 minutes of class time.

Objectives

Students who participate in this activity will be able to:

1. List factual information about economic realities during the early years of the Great Depression.
2. Describe the relationship between providing jobs and maintaining profit levels to stay in business.
3. Demonstrate skills in decision making based on how they as "corporate managers" might provide for the long-term health of this company while showing due concern for the interests of their employees, shareholders, customers etc.



Franklin D. Roosevelt Library

Suggested Teaching Procedures

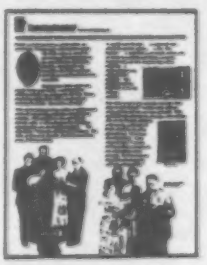
1 To get started, use the Overview to set the scene. As a novel approach either record it on tape yourself, or have students tape it and play it for the class.
2. Use the VOCABULARY sheet (see insert) to introduce students to new terms they will use in this unit.
3. Divide the class into groups of four to six students each. Instruct the groups that they are to act as the "Board of Directors" of a major American corporation and will be presented with various situations and asked to make major policy decisions on pressing economic issues.

Use Situation I

4. Distribute copies or read SITUATION I to each group. Allow each "Board" group ten minutes to read the scenario and/or discuss the options. Point out that there is no single correct answer. Many corporations were faced with similar problems and arrived at many different answers.
5. When the allotted time is up, have one member of each group present the group's corporate decision and the reasons they made that decision. List each decision and a summary of each group's reasons on the chalkboard.
6. When all groups have presented their decisions, ask the class to form a single "Board of Directors" and arrive at a single, corporate decision. Encourage "Board Members" to argue for their points of view by presenting reasons and hypotheses about possible eventual outcomes.

Museum of the City of New York

Use Company Decision I



7. Distribute copies or read COMPANY DECISION I

(Teacher Note: Procter & Gamble decided on Option 3: spend money advertising on daytime radio.)

Explain that this represents the decision reached by one company faced with this circumstance. Lead a discussion based on these questions:
a) Was the decision made by the student "Board of Directors" the same as the one made by the company? Why or why not?
b) Why did the company make the decision it did?

FRIDAY AND SATURDAY SPECIALS

SCHNEIDER'S

All Prices In This Ad Good
FRIDAY AND SATURDAY

PUMPKIN 2 for 25c

EGGS 36c

GOLD LABEL 29c

FLOUR

GOLD MEDAL 39c

PURE VANILLA 10c

WHEATIES 10c

57c

77c

Newspaper ad, 1933

Use Situation II

8. Distribute copies or read SITUATION II to the class. Follow the same procedures as used in SITUATION I.

(Teacher Note: Procter & Gamble decided on Option 2: reduce product prices and employee salaries.)

Use Documents A, B, C and D

When the "Board of Directors" has made a single decision, distribute or show copies of DOCUMENTS A, B, C and D. Lead a discussion based on the questions asked under Company Decision I.

Use Situation III

9. Distribute copies or read SITUATION III. Follow the same procedures used in SITUATION I.

(Teacher Note: Procter & Gamble's solution was to adopt a five-day work week.)

Use Document E

After the student "Board" reaches a corporate decision, distribute or show copies of DOCUMENT E, and conduct a discussion based on the questions asked under Company Decision I.

Optional Activities

1. Interview a person who experienced the Great Depression. Ask about working conditions, salary, company policy, coping with unemployment, etc.

2. Research a local company about its response to the problems of the Great Depression.

Optional Activities for Average-Ability Students

1. Role-play situations:

a. William Cooper Procter explaining to his workers why the company is reducing wages; workers directly responding to him.
b. Workers, among themselves, discussing how to cope with reduced wages.

2. Create one episode of a "soap opera" covering one worker's family discussing how to cope with reduced wages (including commercials).

3. Have students write a response from Mary Johnston to her uncle, William Cooper Procter (SITUATION III).

4. Create advertising designed to sell Ivory soap (or other products) during the Depression.

FIVE-DAY WEEK

Adopted For American And Canadian Plants Of Procter & Gamble Company.

In line with the nation-wide movement to spread available employment among the greatest number of workers, the Procter & Gamble Company announced yesterday that the five-day week has been adopted in all its plants in the United States and Canada, effective October 10.

In making the announcement William Cooper Procter, Chairman of the Board, said inauguration of the shorter working week is a definite means of relieving the unemployment situation, "and is the most important action that industry can take at the present time for the welfare of the unemployed."

Approximately 10,000 workers in the various Procter & Gamble plants will be affected, it was said. "Intensive study of the application of the shorter work week to office employees will be made immediately, as it is felt extremely desirable to spread [illegible] as well

The Cincinnati Enquirer October 5, 1932

Grocery store poster, 1932

75

72

THE PROCTER & GAMBLE COMPANY

CINCINNATI, U. S. A.

October 6, 1931

To all Employees of
The Procter & Gamble Co.

Effective October 15th, all salaries, including the salaries of all executives, will be reduced from 10% to 15%, and wages approximately 10%.

For the continued successful operation of its business, the Company's costs of production and distribution must be kept adjusted to the prevailing economic and industrial conditions.

In readjusting the salary and wage scale of The Procter & Gamble Company, the management has been careful that the actual wages paid measured in purchasing power have been kept above the 1918 and 1920 level.

We believe that such a readjustment is just and right and will maintain the same standards of living for our people as during those years of prosperity.

By order of the
Board of Directors
WM. COOPER PROCTER
Chairman

THE PROCTER & GAMBLE COMPANY

CINCINNATI, U. S. A.

Ivorydale, Ohio
October 7, 1931

Employees of the Manufacturing Department:

The wage adjustment referred to in the enclosed letter will be on the following scale:

Present Rate per Hour	Reduction per Hour
Under 35	5
35 to 40¢	6
40 to 50¢	7
50 to 60¢	8
60 to 70¢	9
Over 70	10

This will be effective with the first payroll period starting on or after October 15th.

E. K. BROOKE,
Vice-President
in charge of Manufacture

THE NEW YO

5 BUSINESS HEADS
JOIN IN RELIEF DRIVE

Will Act for Trade Groups in Raising $12,000,000 for Unemployment Aid.

WHEAT AND COTTON FOR NEEDY ON CREDIT

LISTS NAVAL PAY CUTS.

TEACHERS DEMAND FOOD.

2,000 Paytons in Chicago Halls Storm at Meeting on Relief.

ADDITIONAL READINGS FOR THE TEACHER

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PROJECT ADVISORS

Anne Beversdorf, Educational Consultant, Bloomington, Indiana; Dr. Carole L. Hahn, Associate Professor, Division of Educational Studies, Emory University, Georgia; Dr. Robert C. Miles, Director, University School of Nova University, Florida; C. Frederick Risinger, Coordinator for School Social Studies, Social Studies Development Center, Indiana University.

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Procter & Gamble Educational Services
P.O. Box 14009, Dept. PS
Cincinnati, Ohio 45214

Vocabulary

Procter & Gamble Perspectives - The Great Depression

TERM	DEFINITION
BOARD OF DIRECTORS	—a group of persons elected by the shareholders of a corporation to oversee the overall direction of the corporation, as opposed to managing the corporation's day to day operations
NECESSITY	—something a person feels he or she cannot do without
DEPRESSION	—a period of low general economic activity marked by mass unemployment, a major reduction in the price that can be asked for goods and services (deflation), a decreasing use of available workers and production resources, and a low level of investment in plants and machinery for future production
BANKRUPT	—a legal judgment indicating more debts than resources with which to pay them
COMPETITIVE PRICE	—an amount capable of rivaling that asked by others
EMPLOYEE	—one hired by another usually in a position below the level of those who own or manage a business
RECESSION	—a period of reduced general economic activity less severe and prolonged than a depression but also marked by a decline in employment, profits, production and sales
SHAREHOLDER (ALSO CALLED STOCKHOLDER)	—one that holds or owns one or more shares of stock indicating partial ownership of a venture organized for profit
PRODUCTION SCHEDULE	—a plan indicating the time and sequence of making goods/materials
"SHARE THE WORK"	—a nationwide appeal, issued by President Herbert Hoover during the Depression, which asked employers to reduce the number of hours in the work week for each employee and to hire the unemployed to work the other hours
CONSUMER	—one who utilizes goods or services
EVEN OUT PRODUCTION	—to level out high and low volume work periods to make output run at a more even pace

Teacher's Note: See other side

15

Teacher's Note:

The words or terms listed are used in this unit. The definitions shown relate to the use of these words in the context of this unit. Use this list of definitions as a learning guide for students or, by covering the definitions and making copies for students, use it as a wrap up test.

Situation I
Procter & Gamble Perspectives - The Great Depression

Summer Board Meeting, 1931

It is July, 1931. You are on the Board of Directors of a large consumer goods company. Two major products are soap and cooking oil. Thousands of people in your city and millions of people all over the country have lost their jobs and cannot find new ones. Without income these people are buying only absolute necessities, and many more companies are being forced to close their doors and lay off their workers. You feel fortunate that even in the worst of times people still have a need for your products —soaps and cooking oils —but the vicious circle of unemployment and business failures has hurt your business, too. In any business, profits are necessary for survival. If your company fails, hundreds of workers will lose their jobs.

You do not know how long these depressing conditions will last. In 1923 your company arranged to even out production over each year so that you felt you could—and actually did—insure a steady flow of orders into the plant, eliminating peaks and valleys in the production schedule. But business was good in 1923, and now you have storerooms beginning to fill up with soap and shortening that your workers are producing and you are unable to sell. If this situation continues, you will eventually be bankrupt and everyone will lose: customers; suppliers; shareholders; employees and the local, state and federal governments to which you and they pay taxes.

What should you do? (See other side for your "Options".)

National Archives

Situation I

Procter & Gamble Perspectives - The Great Depression

OPTION 1

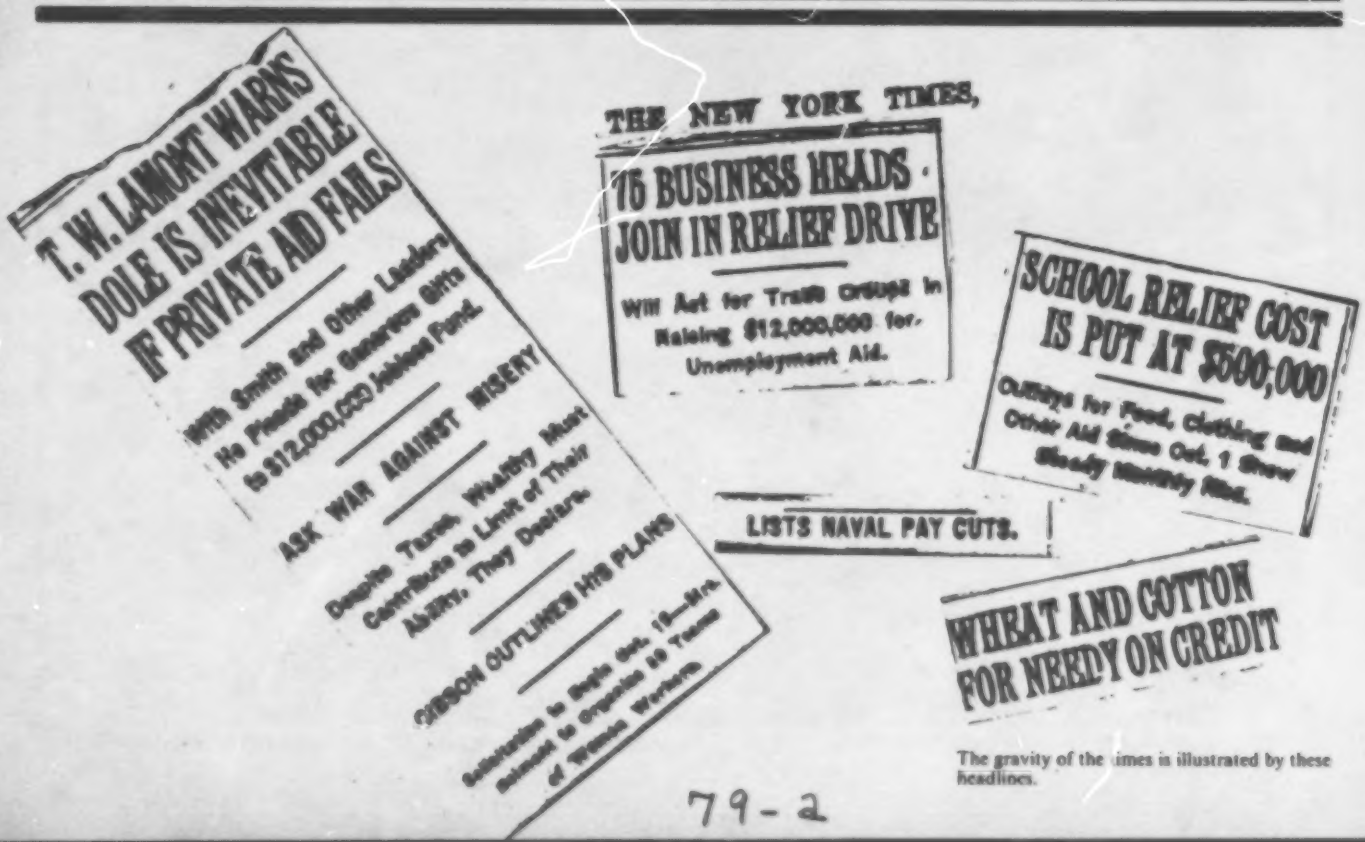
Wait and see. If you wait longer, it is possible that business conditions will improve. After all, there have been recessions before and none have lasted over a year or so. By waiting you can avoid breaking promises to your workers, and will have a good supply of materials to sell when conditions improve and people suddenly want more of everything. If things continue to go downhill, you can make another decision later.

OPTION 2

Lay off workers. Although you have made a written promise not to, no one could have imagined an economic emergency like this. If your company goes bankrupt, that will mean all your workers will lose their jobs forever. If you lay them off temporarily, the company may be able to regain strength and hire them back later. Besides, laying off workers would save you the money you are paying them in salaries and not making in sales. It would also mean you would not be producing even more soap and cooking oil to add to the supply growing in your storerooms.

OPTION 3

Spend money advertising. Despite the depression, people still need essential household products like soap and cooking oil. If you can convince people that buying your product is a good way to spend their money, you will be able to get rid of the supplies building up in your storerooms and continue to sell new supplies as they are being manufactured. The only problem is, money is something in very short supply and some shareholders argue that you should reduce spendings.


T. W. LAMONT WARNS
DOLE IS INEVITABLE
IF PRIVATE AID FAILS
With Smith and Other Leaders
He Pleads for Generous Gifts
to $12,000,000 Jobless Fund.
ASK WAR AGAINST MISERY
Despite Taxes, Wealthy Must
Contribute to Limit of Their
Ability, They Declare.
GIBSON OUTLINES HIS PLANS
Solicitation to Begin Oct. 15—Mrs.
Belmont to Organize 10 Teams
of Women Workers.
THE NEW YORK TIMES,
75 BUSINESS HEADS
JOIN IN RELIEF DRIVE
Will Act for Trade Groups in
Raising $12,000,000 for
Unemployment Aid.
SCHOOL RELIEF COST
IS PUT AT $500,000
Outlays for Food, Clothing and
Other Aid Given Out, 1 Show
Steady Monthly Rise.
LISTS NAVAL PAY CUTS.
WHEAT AND COTTON
FOR NEEDY ON CREDIT

The gravity of the times is illustrated by these headlines.

79-2

Company Decision I

Procter & Gamble Perspectives - The Great Depression

Procter & Gamble chose to spend money on advertising. Though some shareholders argued that P&G ought to reduce its advertising spending because of the poor economic conditions, company management was convinced that P&G could not interrupt its communications with consumers.

Besides print media which was already being used widely, a new avenue of communications was opening for the firm. Radio advertising appeared to offer a novel way of reaching the public. But could it sell soap?

After experimenting with a variety of instructional shows on topics from cooking to laundering to etiquette, P&G decided to try a new type of daytime radio. It was a decision that brought a lasting phrase into the English language — "the soap opera." Historian Alfred Lief in *It floats: The Story of Procter & Gamble,* described the events of the 1930's as follows:

"It started with Oxydol...A suggestion was offered by another agency...to run "Ma Perkins"...It dealt with a self-reliant widow and her business problems and family concerns. Evidence that the new program had won a following—a steady audience for repeated sales messages—was strong enough by December to let the show go national...

How many people were actually listening? How many to each station? Nobody knew because rating systems had not yet been perfected. P&G decided to test coverage by making a merchandise offer on the Oxydol program in the spring, a package of flower seeds for ten cents and a boxtop. The return was tremendous—more than a million! This was the first precise information ever obtained on radio coverage; the first evidence that radio advertising by itself was selling goods."

Ma Perkins

79-b

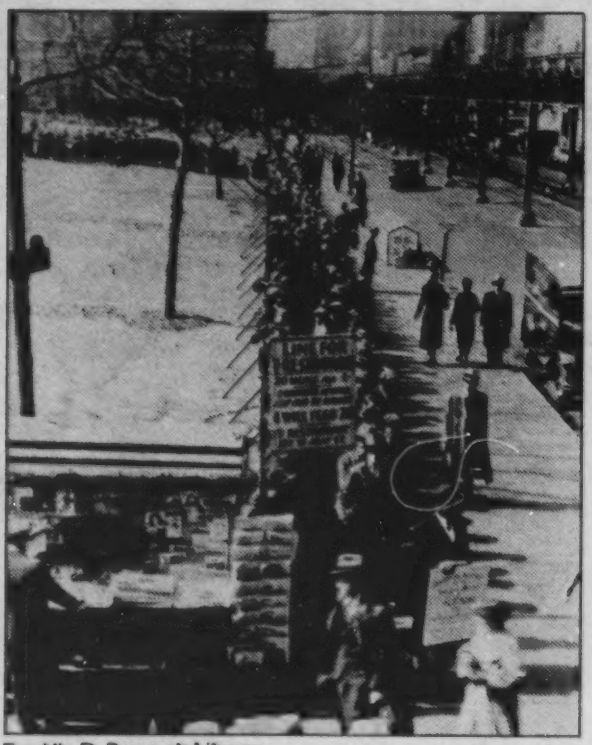
The cast of an early radio broadcast.

Situation II
Procter & Gamble Perspectives - The Great Depression

Fall Board Meeting, 1931-32

The economic crisis is now a major depression. Increasing your advertising seemed to help, so you will continue to do that. But it did not help enough.

It is still not clear how long these economic conditions will last, but prices have dropped severely. This means that the 1931 dollar is able to buy more than the 1929 dollar could buy. People are buying soap and cooking oil from your competitors at prices lower than you can afford. At their prices, you would lose money on every sale. What should you do? (See other side for your "Options".)



Franklin D. Roosevelt Library

The Detroit News

NO HELP WANTED

THE CINCINNATI COMMITTEE FOR STABILIZING EMPLOYMENT

reports many thousands of our own people out of work. Your presence here only adds to distress and does not improve your lot. Naturally our own people will be put to work first. Better seek a job in your own home town.

Copy of a notice posted by The Cincinnati Committee For Stabilizing Employment (The Cincinnati Historical Society).

Situation II

Procter & Gamble Perspectives - The Great Depression

OPTION 1

Maintain prices and lay off workers. By keeping your prices even with your costs, you will not lose money on each sale. You know some people will prefer to buy the less expensive product, which will mean your sales will drop and you will be forced to lay off some workers. But by using effective advertising and depending on those people loyal to the quality of your product, you should be able to get by until you use up your expensive inventory. Then you can purchase raw materials at current prices, re-hire workers, and reduce the price of your product to compete with similar products on the market. The loss of buyers during your "expensive period" could be made up by widely advertising your price cut when it is possible for you to cut your prices.

OPTION 2

Reduce prices on your product and reduce your expenses by cutting employee salaries and wages. You will continue to lose money on each sale, but you will at least stay in competition with other companies and maintain the loyalty of your customers. Workers may grumble at the wage cut, but after all, employees are making the same incomes they made in 1929, and in 1931 this means that each paycheck can actually buy a lot more. Reducing wages of all employees will mean the company can afford to sell its expensive inventory at competitive prices. Then you can start making money again when you are able to buy low-cost supplies.

OPTION 3

Reduce expenses by reducing wages and lowering the quality of your products. If you save some of your expensive supplies and reduce the quality of your products, you could reduce prices and compete with the prices of other companies. By reducing wages at the same time, you might be able to avoid a loss altogether. Some customers may grumble if your products are not as good as they used to be, but it is not likely that many of them would pay the high prices of your quality brand anyway.

Museum of the City of New York

Document A
Procter & Gamble Perspectives - The Great Depression

Copy of a poster for a 1932 grocery store display.

Document B
Procter & Gamble Perspectives - The Great Depression

THE PROCTER & GAMBLE COMPANY

CINCINNATI, U. S. A.

October 6, 1931

To all Employees of
The Procter & Gamble Co.

Effective October 15th, all salaries, including the salaries of all executives, will be reduced from 10% to 15%, and wages approximately 10%.

For the continued successful operation of its business, the Company's costs of production and distribution must be kept adjusted to the prevailing economic and industrial conditions.

In readjusting the salary and wage scale of The Procter & Gamble Company, the management has been careful that the actual wages paid measured in purchasing power have been kept above the 1928 and 1929 level.

We believe that such a readjustment is just and right and will maintain the same standards of living for our people as during those years of prosperity.

By order of the
Board of Directors
WM. COOPER PROCTER
Chairman

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Text of a letter to all employees

Document C
Procter & Gamble Perspectives - The Great Depression

THE PROCTER & GAMBLE COMPANY

CINCINNATI, U. S. A.

Ivorydale, Ohio
October 7, 1931

Employees of the Manufacturing Department:

The wage adjustment referred to in the enclosed letter will be on the following scale:

Present Rates in Cents per Hour	Reductions in Cents per Hour
Below 35	3
35 to 44½	4
45 to 54½	5
55 to 64½	6
65 to 74½	7
Over 75	8

This will be effective with the first payroll period starting on or after October 15th.

R. K. BRODIE,
Vice-President
in charge of Manufacture

Text of an October memo to employees and copy of an October, 1931, newspaper ad.

83/A-

Teacher's Note: See other side.

Teacher's Note:

Have students compare hourly rates shown on DOCUMENT C and product ads of the 1930's (DOCUMENTS C and D). Ask students to decide what employees could buy with their hourly wages.

BEST COPY AVAILABLE

Document D
Procter & Gamble Perspectives - The Great Depression

A page of ads from a Cincinnati newspaper of November, 1932

Situation III
Procter & Gamble Perspectives - The Great Depression

Summer Board Meeting, 1932 You must consider a nationwide appeal by President Herbert Hoover to all companies. He has asked that everyone "Share the Work" by reducing the number of hours in the work week for each employee and hiring the unemployed to work the other hours. Mr. Procter's niece (Mary E. Johnston) has tried to help you by showing you a letter her uncle (William Cooper Procter, P&G Chairman of the Board) has written her.

August 17, 1932

Dear Mary,

James Wilson, Labor leader, of whom you spoke, was in the office yesterday, at my request, to talk over the question of a shorter week... He stated that 8,000,000 people are out of employment according to the American Federation of Labor figures and that it is the opinion of the Federation that it is imperative that these people be got to work in some way... This recommendation will be a temporary, materially shortening of the number of hours of work per week at the same hourly wage (because he says industry at this time cannot pay more—which is true.) and so distributing the jobs. In this way, he states that the purchasing power of the mass will be to some extent restored.

He answers the criticism that "shortening the hours of work of those who now have a job would decrease their spending power" by saying that the man who has a job now is not spending one dollar more than he has to as he is grateful that he may be out of work at any time. He points, as evidence of the correctness of his opinion, to the fact that the Savings Deposits in Savings Banks, especially those whose principal clientele is among labor, have largely increased, showing that those who are at work are saving a larger percentage of their wages than ever before...

I am giving some very serious consideration to shortening our labor week, but, of course, what I don't like about it is that the earnings of our people would be adversely affected by a shorter week at the same hourly rate, and we cannot pay more. But it may be a case where they must help as others help in a situation of this kind.

I hope these letters on these social labor policies are not uninteresting, but they are my problems and I like to tell them to you.

Always your own loving,
Uncle Cooper

William Cooper Procter
P&G Chairman of the Board, 1930-34

You share Mr. Procter's concern about the "Share the Work" policy. For instance, you have managed to maintain your workforce during the worst part of the depression. The benefits to the company in the goodwill and appreciation of your employees can be measured by production figures and by the workers' willingness to help the company save money whenever possible. You do not want to lose this mutual trust and goodwill. On the other hand, you realize that the rest of the country is not as stable as your business is, and that if the depression gets worse, your business will continue to suffer. What should you do? Why?

Handwritten copy of a letter from William Cooper Procter, P&G Chairman of the Board, to his niece, Mary E. Johnston, Cincinnati, Ohio, August 17, 1932. Mr. Procter and his wife, Jane Eliza Johnston, were childless, having lost their only baby at birth. So Mary, the daughter of Mrs. Procter's brother, Alexander, was a favorite of Mr. & Mrs. Procter.

Document E

Procter & Gamble Perspectives - The Great Depression

The *Cincinnati Enquirer*, October 5, 1932

FIVE-DAY WEEK

Adopted For American And Canadian Plants Of Procter & Gamble Company.

In line with the nation-wide movement to spread available employment among the greatest number of workers, the Procter & Gamble Company announced yesterday that the five-day week has been adopted in all its plants in the United States and Canada, effective October 10.

In making the announcement William Cooper Procter, Chairman of the Board, said inauguration of the shorter working week is a definite means of relieving the unemployment situation, "and is the most important action that industry can take at the present time for the welfare of the unemployed."

Approximately 10,000 workers in the various Procter & Gamble plants will be affected, it was said. "Intensive study of the application of the shorter work week to office employees will be made immediately, as it is felt extremely desirable to spread employment here as well as in the factories," Colonel Procter .....

THE PROCTER & GAMBLE COMPANY

CINCINNATI, O., U. S. A.

September 30, 1932.

To Employees of
The Procter & Gamble Companies.

Effective October 10, 1932, The Procter & Gamble factories will operate on the basis of a five day week ...

This action is taken because of the Company's desire to participate in the nation-wide movement for the spreading of employment. The change will result in the employment of additional people and will also provide greater security for our employees now at work.

The Management believes the adoption of a shorter week is a necessary step to relieve the present unemployment situation, and if adopted generally, will materially increase employment, and will be a definite corrective measure in the present emergency.

WM. COOPER PROCTER,
Chairman of Board.

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Excerpts from a memo to all employees

SPECIAL OFFER

OVERHEAD PROJECTOR AND SPIRIT DUPLICATING MASTERS ARE AVAILABLE FOR PERSPECTIVES.

The documents in this and the other PERSPECTIVES units are also available on 8½" x 11" sheets called TransMasters, which are designed for use as both transparencies for overhead projection and spirit duplicating masters.

Each TransMaster is an exact reproduction of the documents contained in PERSPECTIVES. Each TransMaster:

- Can be written on with overhead markers.
- Can run as many or more copies as a regular duplicating master.
- Produces consistently clear, sharp copies.
- Is made of a plastic film which helps prevent wrinkling when used with duplicating machines.
- Requires no special handling procedures.
- Is reusable.

A complete set of PERSPECTIVES TransMasters is available at $3.00 per set. (Each set includes the 27 documents from all four PERSPECTIVES units.) To order, complete the form below and mail it to: Procter & Gamble, Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214.

Send _____ (quantity) set(s) of 27 PERSPECTIVES TransMasters @ $3.00 per set to:

NAME _____

TITLE _____

SCHOOL _____

STREET ADDRESS _____

CITY/STATE/ZIP _____

Please sent a check or money order payable to The Procter & Gamble Company, or a purchase order with this form — no cash.